



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
Office of Curriculum and Instruction
CURRICULUM MAP

COURSE TITLE	Advanced Placement World History							
GRADE BAND		PreK-4		5-6		7-8	X	9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	November 28, 2022							

COURSE OVERVIEW

The AP World History: Modern course focuses on developing students’ understanding of world history from approximately 1200 C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in four historical periods. Students develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides six themes (humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

The ever-changing landscape of information and communication technologies has transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies.

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UNIT OF STUDY	Primary sources – analysis practice and discussions
PACING	10 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> How and why is primary source analysis needed to understand human history? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> Interpretation and analysis of primary source documents provides students of history with a learning experience akin to that of professional historians and researchers. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> Analyze primary sources from multiple perspectives as part of complex document analysis. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> N/A
Formative	<ul style="list-style-type: none"> Student discussions, study questions
Summative	<ul style="list-style-type: none"> Practice DBQ
Benchmark	<ul style="list-style-type: none"> Practice DBQ
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world. 6.2.8.GeoPP.4.a: Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. 6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road). 6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts. 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. 	

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- 6.2.8.GeoGI.4.a: Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
- 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the

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meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. 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 claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that

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supports the argument presented (e.g., articulating implications or the significance of the topic).

- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

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- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

CAREERS ASSOCIATED WITH THIS UNIT

- Historian
- Researcher
- Social scientist
- Lawyer
- Author
- Art historian

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Amistad/Black History (ACM)
- Human Rights (Indigenous) (HCM)
- Asian/Pacific Islander (AAPI)
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Learn to recognize multiple perspectives and ability to interpret and understand others' views and truths
- Recognize one's personal traits, strengths, and limitations

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals.

Social Awareness

- Learn to recognize differing viewpoints and accommodate different perspectives on both events and issues
- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

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Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- College Board for Teachers:
<https://apcentral.collegeboard.org/courses/ap-world-history?course=ap-world-history>.
- Pollard, Elizabeth and Clifford Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader*, 2nd ed. Vol. I and II. New York, 2016.
The document sourcebook for the course
- Tignor, Robert, et.al. *Worlds Together, Worlds Apart*. 5th ed. New York, 2018.
Textbook for the course.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.
<https://www.nj.gov/education/standards/dei/>.

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PACING	10 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How does the environment shape human societies, and how do societies then shape their environments? ● How does the development of ideas, beliefs, and religions demonstrate the ways in which groups in society view themselves, and how do the interactions of societies and their beliefs have political, social, and cultural implications? ● What factors (internal and external) contribute to state formation, expansion and decline? How do governments maintain order through administrative institutions, policies, and procedures? How do governments obtain, retain, and exercise power in different ways and for different purposes? ● How does the development of societies affect the ways they produce, exchange, and consume goods and services? ● How does the process by which societies group their members and the norms that govern the interactions between groups and individuals shape political, economic, and cultural institutions and organizations? ● How do human adaptation and innovation lead to increased comfort, efficiency, and security, and technological advances? How have these changes shaped human development and interactions with both intended and unintended consequences? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The world after 1200 represented both continuity and change regarding the political, cultural, economic, and social characteristics of the past. ● Institutions, ideologies, social structures, governments, and global characteristics from the world before 1200 must be understood if the world after 1200 is to be understood as well. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Use primary and secondary sources to construct arguments in response to “AP style” prompts. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● N/A
Formative	<ul style="list-style-type: none"> ● Student discussions, study questions
Summative	<ul style="list-style-type: none"> ● Vocabulary assignments, essay and short answer tests
Benchmark	<ul style="list-style-type: none"> ● Essay/SAQ test
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	

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- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

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Course Title: AP World History

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

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- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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- NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. 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 claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

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<i>World Languages</i>
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> • None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> • None.
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.). • 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). • 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Historian • Researcher • Social scientist • Lawyer • Author • Art historian
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Amistad/Black History (ACM) • Human Rights (Indigenous) (HCM) • Asian/Pacific Islander (AAPI) • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
<i>Self-Awareness</i>

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- Learn to recognize multiple perspectives and ability to interpret and understand others' views and truths

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals.

Social Awareness

- Learn to recognize differing viewpoints and accommodate different perspectives on both events and issues
- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills.

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Pollard, Elizabeth and Clifford Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader*, 2nd ed. Vol. I and II. New York, 2016.
The document sourcebook for the course.
- Tignor, Robert, et.al. *Worlds Together, Worlds Apart*. 5th ed. New York, 2018.
Textbook for the course.

Internet sources

- <http://Albert.io>
- AP Central http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html.
The College Board's resources for AP World History teachers, with study units, best practices, and other relevant materials
- Art History Resources on the Web <http://arthistoryresources.net>.
An excellent source for images of artworks from all regions and eras in world history
- Art Through Time <http://www.learner.org/courses/globalart>.
Explores connecting themes in art from different regions and eras in world history
- British Archives <http://www.nationalarchives.gov.uk/education>.
Access to the British National Archives, with sources, teaching materials, and everything

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- British and British Empire
- College Board for Parents: <https://parents.collegeboard.org/college-board-programs/advanced-placement-program>.
 - College Board for Students: <https://apstudents.collegeboard.org/courses/ap-world-history-modern>.
 - Columbia University / Asia for Educators <http://afe.easia.columbia.edu/>.
Extensive resources for teachers and students of all grades and levels, containing a wide range of materials for teaching about Asia history
 - Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
 - Freer Sackler <http://www.asia.si.edu>.
Smithsonian website for its Asian Art Museum/Collection
 - History for US All <http://worldhistoryforusall.sdsu.edu/>.
A model curriculum for teaching about world history, primarily to middle and high school students, with sources, images, study units, and links to other sites
 - Internet History Sourcebook Project <http://www.fordham.edu/halsall/>.
An extensive collection of primary sources and links to other internet history sourcebooks, grouping according to era, topic, and region
 - The Korea Society http://www.koreasociety.org/korean_studies/.
Programs, publications, classes, exhibits about Korean History
 - The New York Times www.nytimes.com.
The newspaper of record for the US, providing students with daily updates on world news, as well as editorials, opinion, and the “current state of affairs” of the regions studied in the course
 - World History Matters — George Mason University <http://worldhistorymatters.org/>.
Website portal to variety of thematic teaching units on World History, developed in part by teachers
 - Worlds Together, Worlds Apart website <http://www.wwnorton.com/college/history/worlds-together-worlds-apart3/welcome.aspx>.
The website for the textbook, for both students and teachers – sources, online quizzes, test generators, PowerPoint, as well as the eBook

Hillsborough Township Public Schools Curriculum Map
Course Title: AP World History

UNIT OF STUDY	1200-1450
PACING	25 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none">● How does the environment shape human societies, and how do societies then shape their environments?● How does the development of ideas, beliefs, and religions demonstrate the ways in which groups in society view themselves, and how do the interactions of societies and their beliefs have political, social, and cultural implications?● What factors (internal and external) contribute to state formation, expansion and decline? How do governments maintain order through administrative institutions, policies, and procedures? How do governments obtain, retain, and exercise power in different ways and for different purposes?● How does the development of societies affect the ways they produce, exchange, and consume goods and services?● How does the process by which societies group their members and the norms that govern the interactions between groups and individuals shape political, economic, and cultural institutions and organizations?● How do human adaptation and innovation lead to increased comfort, efficiency, and security, and technological advances? How have these changes shaped human development and interactions with both intended and unintended consequences?	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none">● Empires and states in Afro-Eurasia demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.● Chinese cultural traditions continued, and they influenced neighboring regions.● Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.● The economy of Song China flourished as a result of increased productive capacity, expanding trade networks, and innovations in agriculture and manufacturing.● Islam, Judaism, Christianity and the core beliefs and practices of these religions continued to shape societies in Africa and Asia.● As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.● Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis.● Muslim states and empires encouraged significant intellectual innovations and transfers.● In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach.● Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.● Europe was largely an agricultural society dependent on free and coerced labor including serfdom.	

Hillsborough Township Public Schools Curriculum Map

Course Title: AP World History

- State formation and development demonstrated continuity, innovation, and diversity, including new Hindu and Buddhist states that emerged in South and SE Asia.

LEARNING TARGETS

- Use primary and secondary sources to construct arguments in response to “AP style” prompts.

COMMON ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> • N/A
Formative	<ul style="list-style-type: none"> • Student discussions, study questions
Summative	<ul style="list-style-type: none"> • Vocabulary assignments, essay and short answer tests
Benchmark	<ul style="list-style-type: none"> • Essay/SAQ tests

NEW JERSEY STUDENT LEARNING STANDARDS [\(NJSL\)](#)

Must include the standard # & verbiage

- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.
- 6.2.8.GeoPP.4.a: Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 6.2.8.GeoGI.4.a: Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
- 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

Hillsborough Township Public Schools Curriculum Map

Course Title: AP World History

- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.
- 6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Hillsborough Township Public Schools Curriculum Map

Course Title: AP World History

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. 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 claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Hillsborough Township Public Schools Curriculum Map

Course Title: AP World History

- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

CAREERS ASSOCIATED WITH THIS UNIT

Hillsborough Township Public Schools Curriculum Map
Course Title: AP World History

- Historian
- Researcher
- Social scientist
- Lawyer
- Author
- Art historian

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Amistad/Black History (ACM)
- Human Rights (Indigenous) (HCM)
- Asian/Pacific Islander (AAPI)
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Learn to recognize multiple perspectives and ability to interpret and understand others' views and truths
- Recognize one's personal traits, strengths, and limitations

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Learn to recognize differing viewpoints and accommodate different perspectives on both events and issues
- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

Hillsborough Township Public Schools Curriculum Map
Course Title: AP World History

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Pollard, Elizabeth and Clifford Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader*, 2nd ed. Vol. I and II. New York, 2016.
The document sourcebook for the course.
- Tignor, Robert, et.al. *Worlds Together, Worlds Apart*. 5th ed. New York, 2018.
Textbook for the course.

Internet Sources

- <http://Albert.io>
- AP Central http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html.
The College Board's resources for AP World History teachers, with study units, best practices, and other relevant materials
- Art History Resources on the Web <http://arthistoryresources.net>.
An excellent source for images of artworks from all regions and eras in world history
- Art Through Time <http://www.learner.org/courses/globalart>.
Explores connecting themes in art from different regions and eras in world history
- British Archives <http://www.nationalarchives.gov.uk/education>.
Access to the British National Archives, with sources, teaching materials, and everything British and British Empire
- College Board for Parents:
<https://parents.collegeboard.org/college-board-programs/advanced-placement-program>.
- College Board for Students:
<https://apstudents.collegeboard.org/courses/ap-world-history-modern>.
- Columbia University / Asia for Educators <http://afe.easia.columbia.edu/>.
Extensive resources for teachers and students of all grades and levels, containing a wide range of materials for teaching about Asia history
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.
<https://www.nj.gov/education/standards/dei/>.
- Freer Sackler <http://www.asia.si.edu>.
Smithsonian website for its Asian Art Museum/Collection
- History for US All <http://worldhistoryforusall.sdsu.edu/>.
A model curriculum for teaching about world history, primarily to middle and high school students, with sources, images, study units, and links to other sites
- Internet History Sourcebook Project <http://www.fordham.edu/halsall/>.
An extensive collection of primary sources and links to other internet history sourcebooks, grouping according to era, topic, and region
- The Korea Society http://www.koreasociety.org/korean_studies/.
Programs, publications, classes, exhibits about Korean History
- The New York Times www.nytimes.com.
The newspaper of record for the US, providing students with daily updates on world news, as well as editorials, opinion, and the "current state of affairs" of the regions studied in the course
- World History Matters — George Mason University <http://worldhistorymatters.org/>.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP World History

Website portal to variety of thematic teaching units on World History, developed in part by teachers

- Worlds Together, Worlds Apart website

<http://www.wwnorton.com/college/history/worlds-together-worlds-apart3/welcome.aspx>.

The website for the textbook, for both students and teachers – sources, online quizzes, test generators, PowerPoint, as well as the eBook

Hillsborough Township Public Schools Curriculum Map
Course Title: AP World History

UNIT OF STUDY	1450-1750
PACING	30 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none">● How does the environment shape human societies, and how do societies then shape their environments?● How does the development of ideas, beliefs, and religions demonstrate the ways in which groups in society view themselves, and how do the interactions of societies and their beliefs have political, social, and cultural implications?● What factors (internal and external) contribute to state formation, expansion and decline? How do governments maintain order through administrative institutions, policies, and procedures? How do governments obtain, retain, and exercise power in different ways and for different purposes?● How does the development of societies affect the ways they produce, exchange, and consume goods and services?● How does the process by which societies group their members and the norms that govern the interactions between groups and individuals shape political, economic, and cultural institutions and organizations?● How do human adaptation and innovation lead to increased comfort, efficiency, and security, and technological advances? How have these changes shaped human development and interactions with both intended and unintended consequences?	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none">● Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes — including the Silk Roads — promoting the growth of powerful new trading cities.● The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai forms of credit, and the development of money economies.● Demand for luxury goods increased in Afro-Eurasia . Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for exportation; manufacture of iron and steel expanded in China.● Empires collapsed in different regions of the world and in some areas were replaced by new imperial states including the Mongols.● The expansion of empires — including the Mongols — facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors’ economies and trade networks.● Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.● Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the Indian Ocean promoting the growth of powerful new trading cities.● The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including the astrolabe, the compass, and larger ship designs.	

Hillsborough Township Public Schools Curriculum Map

Course Title: AP World History

- The Indian Ocean trading network fostered the growth of states.
- The expansion of empires— including Mali in West Africa — facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.
- Increased cross-cultural interactions resulted in the diffusion of literacy, artistic, and cultural traditions, as well as scientific and technological innovations.
- The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization, buoyed by rising productivity and expanding trade networks.
- As exchange networks intensified, an increasing number of travelers within Afro-Eurasian wrote about their travels.
- There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.
- Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.
- Land empires included the Manchus, the Mughals, the Ottomans, and the Safavids.
- Political and religious disputes led to rivalries and conflict between states.
- Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources.
- Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.
- Rulers used tribute collection, tax farming, and innovative tax-collection systems to generate revenue in order to forward state power and expansion.

LEARNING TARGETS

- Use primary and secondary sources to construct arguments in response to “AP style” prompts.

COMMON ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● N/A
Formative	<ul style="list-style-type: none"> ● Student discussions, study questions
Summative	<ul style="list-style-type: none"> ● Vocabulary assignments, essay and short answer tests
Benchmark	<ul style="list-style-type: none"> ● Essay/SAQ tests

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- 6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

Hillsborough Township Public Schools Curriculum Map

Course Title: AP World History

- 6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.
- 6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.GeoGE.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- 6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- 6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- 6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
- 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- 6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
- 6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
- 6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.
- 6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.
- 6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
- 6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Hillsborough Township Public Schools Curriculum Map

Course Title: AP World History

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Hillsborough Township Public Schools Curriculum Map

Course Title: AP World History

- NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. 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 claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP World History

<i>World Languages</i>
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
<i>9.1-Personal Financial Literacy</i>
<ul style="list-style-type: none"> • None.
<i>9.2-Career Awareness, Exploration, Preparation, and Training</i>
<ul style="list-style-type: none"> • None.
<i>9.4-Life Literacies & Key Skills</i>
<ul style="list-style-type: none"> • 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.). • 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). • 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Historian • Researcher • Social scientist • Lawyer • Author • Art historian
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88</i> <i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Amistad/Black History (ACM) • Human Rights (Indigenous) (HCM) • Asian/Pacific Islander (AAPI) • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
<i>Self-Awareness</i>

Hillsborough Township Public Schools Curriculum Map
Course Title: AP World History

- Learn to recognize multiple perspectives and ability to interpret and understand others' views and truths
- Recognize one's personal traits, strengths, and limitations

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Learn to recognize differing viewpoints and accommodate different perspectives on both events and issues
- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

- Pollard, Elizabeth and Clifford Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader*, 2nd ed. Vol. I and II. New York, 2016.
The document sourcebook for the course.
- Tignor, Robert, et.al. *Worlds Together, Worlds Apart*. 5th ed. New York, 2018.
Textbook for the course.

Internet Resources

- <http://Albert.io>
- AP Central http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html.
The College Board's resources for AP World History teachers, with study units, best practices, and other relevant materials
- Art History Resources on the Web <http://arthistoryresources.net>.
An excellent source for images of artworks from all regions and eras in world history
- Art Through Time <http://www.learner.org/courses/globalart>.
Explores connecting themes in art from different regions and eras in world history
- British Archives <http://www.nationalarchives.gov.uk/education>.
Access to the British National Archives, with sources, teaching materials, and everything British and British Empire
- College Board for Students:
<https://apstudents.collegeboard.org/courses/ap-world-history-modern>.
- College Board for Parents:
<https://parents.collegeboard.org/college-board-programs/advanced-placement-program>.

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Course Title: AP World History

- Columbia University / Asia for Educators <http://afe.easia.columbia.edu/>.
Extensive resources for teachers and students of all grades and levels, containing a wide range of materials for teaching about Asia history
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.
<https://www.nj.gov/education/standards/dei/>.
- Freer Sackler <http://www.asia.si.edu>.
Smithsonian website for its Asian Art Museum/Collection
- History for US All <http://worldhistoryforusall.sdsu.edu/>.
A model curriculum for teaching about world history, primarily to middle and high school students, with sources, images, study units, and links to other sites
- Internet History Sourcebook Project <http://www.fordham.edu/halsall/>.
An extensive collection of primary sources and links to other internet history sourcebooks, grouping according to era, topic, and region
- The Korea Society http://www.koreasociety.org/korean_studies/.
Programs, publications, classes, exhibits about Korean History
- The New York Times www.nytimes.com.
The newspaper of record for the US, providing students with daily updates on world news, as well as editorials, opinion, and the “current state of affairs” of the regions studied in the course
- World History Matters — George Mason University <http://worldhistorymatters.org/>.
Website portal to variety of thematic teaching units on World History, developed in part by teachers
- Worlds Together, Worlds Apart website
<http://www.wwnorton.com/college/history/worlds-together-worlds-apart3/welcome.aspx>.
The website for the textbook, for both students and teachers – sources, online quizzes, test generators, PowerPoint, as well as the eBook

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Course Title: AP World History

UNIT OF STUDY	1750-1900
PACING	30 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none">● How does the environment shape human societies, and how do societies then shape their environments?● How does the development of ideas, beliefs, and religions demonstrate the ways in which groups in society view themselves, and how do the interactions of societies and their beliefs have political, social, and cultural implications?● What factors (internal and external) contribute to state formation, expansion and decline? How do governments maintain order through administrative institutions, policies, and procedures? How do governments obtain, retain, and exercise power in different ways and for different purposes?● How does the development of societies affect the ways they produce, exchange, and consume goods and services?● How does the process by which societies group their members and the norms that govern the interactions between groups and individuals shape political, economic, and cultural institutions and organizations?● How do human adaptation and innovation lead to increased comfort, efficiency, and security, and technological advances? How have these changes shaped human development and interactions with both intended and unintended consequences?	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none">● Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships. They also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.● The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.● Nationalism also became a major force shaping the historical development of states and empires.● Enlightenment ideas and religious ideals influenced various reform movements. These movements contributed to the expansion of rights, as seen in expanded suffrage, the abolition of slavery, and the end of serfdom.● Demands for women’s suffrage and an emergent feminism challenged political and gender hierarchies.● People around the world developed a new sense of commonality based on language, religion, social customs, and territory. This was sometimes harnessed by governments to foster a sense of unity.● The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.● Discontent with monarchist and imperial rule encouraged the development of systems of government and various ideologies, including democracy and 19th century liberalism.● Colonial subjects in the Americas led a series of rebellions inspired by democratic ideas. These independence movements led to the emergence of independent states in the Americas.	

Hillsborough Township Public Schools Curriculum Map

Course Title: AP World History

- The ideas of Enlightenment philosophers, as reflected in revolutionary documents, influenced resistance to existing political authority, often in pursuit of independence and democratic ideals.
- The development of machines, including steam and the internal combustion engines, made it possible to take advantage of both existing and vast newly discovered resources of energy stored in fossil fuels. This greatly increased the energy available to human societies.
- The 2nd IR led to new methods in the production of steel, chemicals, electricity, and precision machinery during the 2nd half of the 19th century.
- Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.
- As the influence of the IR grew, a small number of states and governments promoted their own state-sponsored visions of industrialization.
- The expansion of the US and European influence in Asia led to internal reform in Japan that supported industrialization and led to the growing regional power of Japan in the Meiji era.
- Western European countries began abandoning mercantilism and adopting free trade policies, partly in response to the growing acceptance of Adam Smith's theories of laissez-faire capitalism and free markets.
- The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on new practices in banking and finance.
- The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.
- In response to the social and economic changes brought about by industrial capitalism, some governments, organizations, and individuals promoted various types of political, social, educational, and urban reforms.
- In industrialized states, many workers organized themselves, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers' movements and political parties emerged in different areas, promoting alternative visions of society.
- Discontent with established power structures encouraged the development of various ideologies, including those espoused by Marx, and the ideas of socialism and communism.
- In response to the expansion of industrializing states, some governments in Asia and Africa, including the Ottomans and the Qing, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of the government or established elite groups.
- New social classes, including the middle class and the industrial working class, developed.
- While women and often children in working class families typically held wage-earning jobs to supplement their families' income, middle-class women who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development.
- The rapid urbanization that accompanied global capitalism at times led to a variety of challenges, including pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure to accommodate urban growth.
- A range of cultural, religious, and racial ideologies were used to justify imperialism, including Social Darwinism, nationalism, the concept of the civilizing mission, and the desire to convert indigenous populations.
- Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities.
- European states as well as the US and Japan acquired territories throughout Asia and the Pacific, while Spanish and Portuguese influence declined.

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Course Title: AP World History

- Many European states used both warfare and diplomacy to expand their empires in Africa.
- Europeans established settler colonies in some parts of their empires.
- The US, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.
- Increasing questions about political authority and growing nationalism contributed to anticolonial movements.
- Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.
- Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.
- The need for new materials for factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.
- Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America.
- Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the US a distinct economic advantage.
- Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.
- Because of the nature of new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th c. the new methods of transportation also allowed for many migrants to return, periodically or permanently to their home societies.
- Many individuals chose freely to relocate, often in search of work.
- The new global capitalist economy continued to rely on coerced and semicoerced labor migrations, including slavery, Chinese and Indian indentured servitude, and convict labor.
- Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.
- Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments.
- Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders.

LEARNING TARGETS

- Use primary and secondary sources to construct arguments in response to “AP style” prompts.

COMMON ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● N/A
Formative	<ul style="list-style-type: none"> ● Student discussions, study questions
Summative	<ul style="list-style-type: none"> ● Vocabulary assignments, essay and short answer tests
Benchmark	<ul style="list-style-type: none"> ● Essay tests

NEW JERSEY STUDENT LEARNING STANDARDS [\(NJSL\)](#)

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Must include the standard # & verbiage

- 6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
- 6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- 6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
- 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- 6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
- 6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
- 6.2.12.EconGI.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
- 6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- 6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

Hillsborough Township Public Schools Curriculum Map

Course Title: AP World History

- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

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- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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Course Title: AP World History

- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS *Must include the standard # & verbiage*

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

CAREERS ASSOCIATED WITH THIS UNIT

- Historian
- Researcher
- Social scientist
- Lawyer

Hillsborough Township Public Schools Curriculum Map
Course Title: AP World History

- Author
- Art historian

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

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- Human Rights (Indigenous) (HCM)
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- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

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- Learn to recognize multiple perspectives and ability to interpret and understand others' views and truths
- Recognize one's personal traits, strengths, and limitations

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals.

Social Awareness

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- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP World History

- Pollard, Elizabeth and Clifford Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader*, 2nd ed. Vol. I and II. New York, 2016.
The document sourcebook for the course.
- Tignor, Robert, et.al. *Worlds Together, Worlds Apart*. 5th ed. New York, 2018.
Textbook for the course

Internet Resources

- <http://Albert.io>
- AP Central http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html.
The College Board's resources for AP World History teachers, with study units, best practices, and other relevant materials
- Art History Resources on the Web <http://arthistoryresources.net>.
An excellent source for images of artworks from all regions and eras in world history
- Art Through Time <http://www.learner.org/courses/globalart>.
Explores connecting themes in art from different regions and eras in world history
- British Archives <http://www.nationalarchives.gov.uk/education>.
Access to the British National Archives, with sources, teaching materials, and everything British and British Empire
- College Board for Students:
<https://apstudents.collegeboard.org/courses/ap-world-history-modern>.
- Columbia University / Asia for Educators <http://afe.easia.columbia.edu/>.
Extensive resources for teachers and students of all grades and levels, containing a wide range of materials for teaching about Asia history
- College Board for Parents:
<https://parents.collegeboard.org/college-board-programs/advanced-placement-program>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.
<https://www.nj.gov/education/standards/dei/>.
- Freer Sackler <http://www.asia.si.edu>.
Smithsonian website for its Asian Art Museum/Collection
- History for US All <http://worldhistoryforusall.sdsu.edu/>.
A model curriculum for teaching about world history, primarily to middle and high school students, with sources, images, study units, and links to other sites
- Internet History Source Book Project <http://www.fordham.edu/halsall/>.
An extensive collection of primary sources and links to other internet history sourcebooks, grouping according to era, topic, and region
- The Korea Society http://www.koreasociety.org/korean_studies/.
Programs, publications, classes, exhibits about Korean History
- The New York Times www.nytimes.com.
The newspaper of record for the US, providing students with daily updates on world news, as well as editorials, opinion, and the "current state of affairs" of the regions studied in the course
- World History Matters — George Mason University <http://worldhistorymatters.org/>.
Website portal to variety of thematic teaching units on World History, developed in part by teachers
- Worlds Together, Worlds Apart website
<http://www.wwnorton.com/college/history/worlds-together-worlds-apart3/welcome.aspx>.

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Course Title: AP World History

The website for the textbook, for both students and teachers – sources, online quizzes, test generators, PowerPoint, as well as the eBook

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UNIT OF STUDY	1900-present
PACING	30 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How does the environment shape human societies, and how do societies then shape their environments? ● How does the development of ideas, beliefs, and religions demonstrate the ways in which groups in society view themselves, and how do the interactions of societies and their beliefs have political, social, and cultural implications? ● What factors (internal and external) contribute to state formation, expansion and decline? How do governments maintain order through administrative institutions, policies, and procedures? How do governments obtain, retain, and exercise power in different ways and for different purposes? ● How does the development of societies affect the ways they produce, exchange, and consume goods and services? ● How does the process by which societies group their members and the norms that govern the interactions between groups and individuals shape political, economic, and cultural institutions and organizations? ● How do human adaptation and innovation lead to increased comfort, efficiency, and security, and technological advances? How have these changes shaped human development and interactions with both intended and unintended consequences? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end. ● The older land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution. ● States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crises. ● The causes of WWI included imperialist expansion and competition for resources. In addition, territorial and regional conflicts combined with a flawed alliance system and intense nationalism to escalate the tensions into global conflict. ● WWI was the first total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations for the purpose of waging war. ● New military technology led to increased levels of wartime casualties. ● Following WWI and the onset of the Great Depression, governments began to take a more active role in economic life. ● In the USSR, the government controlled the national economy through the 5-Year Plans, often implementing repressive policies, with negative repercussions for the population. ● Between the two World Wars, Western and Japanese imperial states predominantly maintained control over colonial holdings; in some cases, they gained additional territories through conquest of treaty settlement and in other cases faced anti-imperial resistance. ● The causes of WWII included the unsustainable peace settlement after WWI, the global economic crisis engendered by the Great Depression, continued imperialist ambitions, and 	

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especially the rise to power of fascist and totalitarian regimes that resulted in the aggressive militarism of Nazi Germany under Adolf Hitler.

- WWII was a total war. Governments used a variety of strategies for the purpose of waging war. Governments used ideologies including fascism and communism, to mobilize all of their states' resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond.
- New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of total war led to increased levels of wartime casualties.
- The rise of extremist groups in power led to the attempted destruction of specific populations, notable the Nazi kill of the Jews in the Holocaust, and to other atrocities, acts of genocide, or ethnic violence.
- Hopes for greater self-government were largely unfulfilled following WWI, however, in the years following WWII, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states.
- Technological and economic gains experienced during WWII by the victorious nations shifted the global balance of power.
- The global balance of economic and political power shifted during and after WWII and rapidly evolved into the Cold War. The democracy of the US and the authoritarian communist USSR emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe.
- Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, social orders.
- In newly independent states after WWII, governments often took on a strong role in guiding economic life to promote development.
- The migration of former colonial subjects to imperial metropolises, usually in the major cities, maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.
- Although conflict dominated much of the 20th century, many individuals and groups, including states, opposed this trend. Some individuals and groups, however, intensified the conflicts.
- Groups and individuals challenged the many wars of the century, and some, such as Gandhi, King, and Mandela, promoted the practice of non-violence as a way to bring about political change.
- Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.
- Some movements used violence against civilians in an effort to achieve political aims.
- Advances in the US military and technological development, the USSR's costly and ultimately failed invasion of Afghanistan, and public discontent and economic weakness in communist countries led to the end of the Cold War and the collapse of the USSR.
- New modes of communication — including radio, cellular, and the internet — as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.
- Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.
- More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world.
- The Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.
- Medical innovations, including vaccines and antibiotics, increased the ability of humans to

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survive and live longer lives.

- Diseases, as well as medical and scientific developments, had significant effects on populations around the world.
- Diseases associated with poverty persisted while other diseases emerged as new epidemics and threats to human populations, in some cases leading to social disruptions. These outbreaks spurred technological and medical advances. Some diseases occurred at higher incidence merely because of increased longevity.
- As human activity contributed to deforestation/ desertification, a decline in air quality, and increased consumption of the world's supply of fresh water, humans competed over these and other resources more intensively than ever before.
- The release of greenhouse gasses and pollutants into the atmosphere contributed to debates about the nature and causes of climate change.
- In a trend accelerated by the end of the Cold War, many governments encouraged free-market economic policies and promoted economic liberalization in the late 20th century.
- In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America.
- Changing economic institutions, multinational corporations, and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.
- Rights-based discourses challenged old assumptions about race, class, gender, and religion.
- In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.
- Movements throughout the world protested the inequality of the environmental and economic consequences of global integration.
- Political and social changes of the 20th century led to changes in the arts and in the 2nd half of the century, popular and consumer culture became more global.
- Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.
- Consumer culture became globalized and transcended national borders.
- Responses to rising cultural and economic globalization took a variety of forms.
- New international organizations, including the UN, formed with the stated goal of maintaining world peace and facilitating international cooperation.

LEARNING TARGETS

- Use primary and secondary sources to construct arguments in response to “AP style” prompts.

COMMON ASSESSMENTS

Pre-Assessment(s)	<ul style="list-style-type: none"> ● N/A
Formative	<ul style="list-style-type: none"> ● Student discussions, study questions
Summative	<ul style="list-style-type: none"> ● Vocabulary assignments, essay and short answer tests
Benchmark	<ul style="list-style-type: none"> ● Essay/SAQ tests

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

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- 6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
- 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- 6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
- 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- 6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
- 6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- 6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
- 6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- 6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- 6.2.12.HistoryCC.5.f: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
- 6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

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- 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.
- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English and Language Arts

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. 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 claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
 - B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS *Must include the standard # & verbiage*

9.1-Personal Financial Literacy

- None.

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9.2-Career Awareness, Exploration, Preparation, and Training

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Historian
- Researcher
- Social scientist
- Lawyer
- Author
- Art historian

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Amistad/Black History (ACM)
- Human Rights (Indigenous) (HCM)
- Asian/Pacific Islander (AAPI)
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Learn to recognize multiple perspectives and ability to interpret and understand others' views and truths
- Recognize one's personal traits, strengths, and limitations

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

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- Learn to recognize differing viewpoints and accommodate different perspectives on both events and issues
- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Pollard, Elizabeth and Clifford Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader*, 2nd ed. Vol. I and II. New York, 2016.
The document sourcebook for the course.
- Tignor, Robert, et.al. *Worlds Together, Worlds Apart*. 5th ed. New York, 2018.
Textbook for the course

Internet Resources

- <http://Albert.io>
- AP Central http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html.
The College Board's resources for AP World History teachers, with study units, best practices, and other relevant materials
- Art History Resources on the Web <http://arthistoryresources.net>.
An excellent source for images of artworks from all regions and eras in world history
- Art Through Time <http://www.learner.org/courses/globalart>.
Explores connecting themes in art from different regions and eras in world history
- British Archives <http://www.nationalarchives.gov.uk/education>.
Access to the British National Archives, with sources, teaching materials, and everything British and British Empire
- College Board for Students:
<https://apstudents.collegeboard.org/courses/ap-world-history-modern>.
- College Board for Parents:
<https://parents.collegeboard.org/college-board-programs/advanced-placement-program>.
- Columbia University / Asia for Educators <http://afe.easia.columbia.edu/>.
Extensive resources for teachers and students of all grades and levels, containing a wide range of materials for teaching about Asia history
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.

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- <https://www.nj.gov/education/standards/dei/>.
- Freer Sackler <http://www.asia.si.edu>.
Smithsonian website for its Asian Art Museum/Collection
- History for US All <http://worldhistoryforusall.sdsu.edu/>.
A model curriculum for teaching about world history, primarily to middle and high school students, with sources, images, study units, and links to other sites
- Internet History Source Book Project <http://www.fordham.edu/halsall/>.
An extensive collection of primary sources and links to other internet history sourcebooks, grouping according to era, topic, and region
- The Korea Society http://www.koreasociety.org/korean_studies/.
Programs, publications, classes, exhibits about Korean History
- The New York Times www.nytimes.com.
The newspaper of record for the US, providing students with daily updates on world news, as well as editorials, opinion, and the “current state of affairs” of the regions studied in the course
- World History Matters — George Mason University <http://worldhistorymatters.org/>.
Website portal to variety of thematic teaching units on World History, developed in part by teachers
- Worlds Together, Worlds Apart website
<http://www.wwnorton.com/college/history/worlds-together-worlds-apart3/welcome.aspx>.
The website for the textbook, for both students and teachers – sources, online quizzes, test generators, PowerPoint, as well as the eBook

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UNIT OF STUDY	Review of course/AP Test Prep
PACING	25 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> How can students review content and improve historical analysis skills for the AP exam? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources. Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, and the use of natural resources offer challenges and opportunities that transcend regional and national borders. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> Successful completion of SAQs, DBQs, LEQs, SBMCQs, and/or AP Exam in May. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> Sample AP Test
Formative	<ul style="list-style-type: none"> Practice DBQs, multiple choice questions, LEQs
Summative	<ul style="list-style-type: none"> Practice DBQs, multiple choice questions, LEQs
Benchmark	<ul style="list-style-type: none"> AP exam (results not available until July)
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> 6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace. 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights. 6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence. 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures). 6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir). 	

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- 6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- 6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
- 6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- 6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- 6.2.12.HistoryCC.5.f: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.
- 6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.
- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

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- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. 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 claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include

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formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

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CAREERS ASSOCIATED WITH THIS UNIT

- Historian
- Researcher
- Social scientist
- Lawyer
- Author
- Art historian

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Amistad/Black History (ACM)
- Human Rights (Indigenous) (HCM)
- Asian/Pacific Islander (AAPI)
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Learn to recognize multiple perspectives and ability to interpret and understand others' views and truths
- Recognize one's personal traits, strengths, and limitations

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Learn to recognize differing viewpoints and accommodate different perspectives on both events and issues
- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills.

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

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RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Pollard, Elizabeth and Clifford Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader*, 2nd ed. Vol. I and II. New York, 2016.
The document sourcebook for the course.
- Tignor, Robert, et.al. *Worlds Together, Worlds Apart*. 5th ed. New York, 2018.
Textbook for the course

Internet Resources

- <http://Albert.io>
- AP Central http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html.
The College Board's resources for AP World History teachers, with study units, best practices, and other relevant materials
- Art History Resources on the Web <http://arthistoryresources.net>.
An excellent source for images of artworks from all regions and eras in world history
- Art Through Time <http://www.learner.org/courses/globalart>.
Explores connecting themes in art from different regions and eras in world history
- British Archives <http://www.nationalarchives.gov.uk/education>.
Access to the British National Archives, with sources, teaching materials, and everything British and British Empire
- College Board for Students:
<https://apstudents.collegeboard.org/courses/ap-world-history-modern>.
- College Board for Parents:
<https://parents.collegeboard.org/college-board-programs/advanced-placement-program>.
- Columbia University / Asia for Educators <http://afe.easia.columbia.edu/>.
Extensive resources for teachers and students of all grades and levels, containing a wide range of materials for teaching about Asia history
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.
<https://www.nj.gov/education/standards/dei/>.
- Freer Sackler <http://www.asia.si.edu>.
Smithsonian website for its Asian Art Museum/Collection
- History for US All <http://worldhistoryforusall.sdsu.edu/>.
A model curriculum for teaching about world history, primarily to middle and high school students, with sources, images, study units, and links to other sites
- Internet History Source Book Project <http://www.fordham.edu/halsall/>.
An extensive collection of primary sources and links to other internet history sourcebooks, grouping according to era, topic, and region
- The Korea Society http://www.koreasociety.org/korean_studies/.
Programs, publications, classes, exhibits about Korean History
- The New York Times www.nytimes.com.
The newspaper of record for the US, providing students with daily updates on world news, as well as editorials, opinion, and the "current state of affairs" of the regions studied in the course

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- World History Matters — George Mason University <http://worldhistorymatters.org/>.
Website portal to variety of thematic teaching units on World History, developed in part by teachers
- Worlds Together, Worlds Apart website
<http://www.wwnorton.com/college/history/worlds-together-worlds-apart3/welcome.aspx>.
The website for the textbook, for both students and teachers – sources, online quizzes, test generators, PowerPoint, as well as the eBook

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UNIT OF STUDY	World Food Project/Student-led discussions
PACING	20 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How and why is primary source analysis needed to understand human history? ● How does the environment shape human societies, and how do societies then shape their environments? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Interpretation and analysis of primary source documents provide students of history with a learning experience akin to that of professional historians and researchers. ● Food is an integral part of human society and culture, and culinary traditions throughout the world have been influenced by a variety of factors, including global trade and regional environments. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Student led discussions about primary sources. ● Research paper/essay focusing on cuisine of a “less than common” country. ● Preparation of a dish/dishes associated with country of research. ● Presentation of food and history of countries’ cuisine in class during buffet luncheon. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● None
Formative	<ul style="list-style-type: none"> ● Student-led discussions of primary sources chosen by students
Summative	<ul style="list-style-type: none"> ● Final food paper – cuisine of particular country and the influences on it; student presentations during buffet lunch with student-prepared dishes
Benchmark	<ul style="list-style-type: none"> ● Final food paper – cuisine of particular country and the influences on it; student presentations during buffet lunch with student-prepared dishes
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	

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Comprehensive Health & Physical Education

- 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. 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 claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Mathematics

- None.

Science

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- ESS3.C: Human Impacts on Earth Systems The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3)

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

CAREERS ASSOCIATED WITH THIS UNIT

- Chef, culinary artist
- Historian
- Researcher
- Social scientist
- Lawyer
- Author
- Art historian

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Amistad/Black History (ACM)
- Human Rights (Indigenous) (HCM)
- Asian/Pacific Islander (AAPI)

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- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Learn to recognize multiple perspectives and ability to interpret and understand others' views and truths
- Recognize one's personal traits, strengths, and limitations

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals.

Social Awareness

- Learn to recognize differing viewpoints and accommodate different perspectives on both events and issues
- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- College Board for Teachers:
<https://apcentral.collegeboard.org/courses/ap-world-history-modern>.
- Pollard, Elizabeth and Clifford Rosenberg, *Worlds Together, Worlds Apart: A Companion Reader*, 2nd ed. Vol. I and II. New York, 2016.
The document sourcebook for the course
- Tignor, Robert, et.al. *Worlds Together, Worlds Apart*. 5th ed. New York, 2018.
Textbook for the course
- College Board for Students:
<https://apstudents.collegeboard.org/courses/ap-world-history-modern>.

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- College Board for Parents:
<https://parents.collegeboard.org/college-board-programs/advanced-placement-program>.