

**Advanced
Placement**

**August
2017**

Developed Spring 2012

The Advanced Placement World History curriculum is a course that was developed by the Fair Lawn Social Studies Department and is aligned to the NJ Student Learning Standards in Social Studies in the College Board curriculum.

**AP World
History**

Fair Lawn

Public Schools

Fair Lawn, NJ

Fair Lawn School District

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Committee Credits

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AP World History

I. Course Synopsis

A.P. World History addresses the time period 8000 BCE to the present. A. P. World History also addresses all regions of the world as equally as possible. The region of Europe will make up less than thirty percent of the course study. In order to address the whole earth over such a long time period, A.P. World History will focus on five themes (Interactions between humans and the environment, Development and interaction of cultures, State-building, expansion, and conflict, Creation, expansion, and interaction of economic systems, AND Development and transformation of social structures). This course will come understand these themes in depth through the use of primary source documents, readings from Howard Spodek's The World's History, lectures, class discussions, videos and teacher created projects. Students will be asked to think critically by writing document based essays, change over time essays, and making comparisons/contrasts across cultures and geographical regions. This course will impose a heavy reading and writing load throughout the year similar to most full year introductory college courses.

II. Philosophy & Rationale

Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Social Studies Statement of Philosophy

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level. Social Studies must also help students understand, respect and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

Ten Thematic Strands

I Culture – A people’s way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.

II Time, Continuity, and Change – The importance of understanding the past and key historical concepts, analytically and from various perspectives.

III People, Places, and Environments – The complex relationship between human beings and the environments within which they live and work.

IV Individual Development and Identity – The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.

V Individuals, Groups, and Institutions – The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people’s lives.

VI Power, Authority, and Governance – The complex purposes and features of individuals and groups with respect to issues of power and government.

VII Production, Distribution, and Consumption – The role of resources, their production and use, technology, and trade on economic systems.

VIII Science, Technology, and Society – The significance of scientific discovery and technological change on people, the environment, and other systems.

IX Global Connections – The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.

X Civic Ideals and Practices – The understanding that civic ideals and participatory citizenship are central to democracy.

For a complete explanation of the Ten Thematic Strands, go to www.socialstudies.org/standards/strand

New Jersey Student Learning Standards: Our Social Studies curricula aligns, when possible, to the NJSL SOCIAL STUDIES in ELA. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Curricula Writing

The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned with both the 2009 State of New Jersey Core Curriculum Standards and the Common Core State Standards. Curriculum is designed to be a **living document** – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used

by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment.

In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

21st Century Competencies and Standards

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today's learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success.

There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more information

<http://www.state.nj.us/education/cccs/standards/9>

New Jersey State Department of Education NJ Educational Mandates

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

[http://www.state.nj.us/njded/holocaust/about us/mandate.html](http://www.state.nj.us/njded/holocaust/about%20us/mandate.html)

The Amistad Bill (A1301), calls on "New Jersey schools to incorporate African-American history into their Social Studies curriculum." Passed by the New Jersey legislature in 2002, "The Amistad Bill" created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state's classrooms.

<http://www.theamistadcommission.com/>

III. Scope & Sequence

Unit I. Formation of Civilizations: Foundations – C. 8000 B.C.E.600 C.E.	6 weeks
Unit II. Expanding Zones of Exchange and Encounter – 600 C.E.1450	7 weeks
Unit III. The Emergence of the First Global Age – 1450 - 1750	6 weeks
Unit IV. Age of Revolution and Empire – 1750-1914	6 weeks
Unit V. A Technological Age – 1914 – present	6 weeks

IV. Unit Descriptions

For Suggested Activities and Benchmark Assessments see VI

Unit I. Formation of Civilizations: Foundations – C. 8000 B.C.E.600 C.E. 6 weeks

Locating world history in the environment and time

Environment

- Interaction of geography and climate with the development of human society
- The environment as historical actor
- Demography: major population changes resulting from human and environmental factors

Time

- Periodization in early human history
- Nature and causes of changes associated with the time span
- Continuities and breaks within the time span; e.g., the transition from river valley civilizations to classical civilizations

Diverse interpretations

- What are the issues involved in using —civilization as an organizing principle in world history?
- What is the most common source of change: connection or diffusion versus independent invention?
- What was the effect of the Neolithic Revolution on gender relations?

Developing agriculture and technology

- Agricultural, pastoral, and foraging societies and their demographic characteristics (Africa, the Americas, Europe, and Asia)
- Compare the caste system to other systems of social inequality devised by early and classical civilizations, including slavery
- Compare societies that include cities with pastoral and nomadic societies Compare the development of traditions and institutions in major civilizations, e.g., Indian, Chinese, and Greek/Roman
- Describe interregional trading systems, e.g., the Silk Roads
- Compare the political and social structures of two early civilizations: Mesopotamia, Egypt, Indus Valley, Shang, and Mesoamerica and Andean South America
- Analyze the role of technologies in the growth of large state structures

Examples of the types of information students are expected to know contrasted with examples of what students are not expected to know for the multiple-choice section:

- Nature of the Neolithic revolution, but not characteristics of previous stone ages, e.g., Paleolithic and Mesolithic
- Economic and social results of the agricultural revolution, but not specific dates of the introduction of agriculture to specific societies
- Nature of patriarchal systems, but not specific changes in family structure within a single region
- Importance of the introduction of bronze and iron, but not specific inventions or implements
- Political structure of classical China (emperor, bureaucracy), but not specific knowledge of dynastic transitions, e.g., from Qin to Han
- Greek approaches to science and philosophy, including Aristotle, but not details about other specific philosophers
- Diffusion of major religious systems, but not the specific regional forms of Buddhism or Aryan or Nestorian Christianity

Unit II- Expanding Zones of Exchange and Encounter- 600 C.E.1450 7 weeks

Topics:

- Empires
- Early World Interactions – Mongols, Spread of diseases
- Silk Roads, and Indian Ocean Trade
- Early Amerindian Civilizations
- African Kingdoms and Empires

Questions of periodization

- Nature and causes of changes in the world history framework leading up to 600 C.E.—1450 as a period
- Emergence of new empires and political systems (e.g., Umayyad, _Abbasid, Byzantium, Russia, Sudanic states, Swahili Coast, Tang, Song, and Ming China, Delhi Sultanate, Mongol, Turkish, Aztec, Inca)
- Continuities and breaks within the period (e.g., the effects of the Mongols on international contacts and on specific societies)

The Islamic world

- The rise and role of Dar al-Islam as a unifying cultural and economic force in Eurasia and Africa
- Islamic political structures, notably the caliphate
- Arts, sciences, and technologies

Interregional networks and contacts

- Development and shifts in interregional trade, technology, and cultural exchange (Trans-Sahara trade, Indian Ocean trade, Silk Roads)

- Economic innovations (ex. Tang, Song, and early Ming China, Swahili Coast trade, economic systems in the Americas)
- Missionary outreach of major religions
- Contacts between major religions (Islam + Buddhism, Islam + Christianity)
- Impact of the Mongol Empire

Political systems and cultural patterns

- East Asia: China's expansion, China's influence on surrounding areas and its limits (Japan, Vietnam, and Korea), Change and continuities in Confucianism
- The Americas: Apex and decline of the Maya, Rise of the Aztec, Rise of the Inca Restructuring of Europe: Decentralization- Medieval society, Division of Christianity, Revival of Cities
- Africa: Sudanic empires (Mali, Ghana, Songhay), Swahili coast
- South Asia and Southeast Asia: Delhi Sultanate, Vietnam,
- Arts, Sciences, and Technologies

Demographic and environmental changes

- Impact of migration on Afro-Eurasia and the America (Aztecs, Mongols, Turks, Viking and Arabs)
- Consequences of plague pandemic in the fourteenth century
- Growth and role of cities (expansion of urban commercial centers in Song China and administrative centers in Africa and Americas)

Diverse interpretations

- What the issues involved in using cultural areas rather than states as units of analysis?
- What are the sources of change: nomadic migrations versus urban growth? Was there a world economic network in this period?
- Were there common patterns in the new opportunities available to and constraints placed on elite women in this period?
- To what extent was Dar al-Islam a unified cultural/political entity?

Major Comparisons and Analyses: Examples

- Compare the role and function of cities in major societies
- Analyze gender systems and changes, such as the effects of Islam
- Analyze the interactions between Jews, Christians, and Muslims
- Compare developments in political and social institutions in both eastern and western Europe
- Compare Japanese and European feudalism
- Compare European and sub-Saharan African contacts with the Islamic world
- Analyze the Chinese civil service exam system and the rise of meritocracy

Examples of the types of information students are expected to know contrasted with examples of what students are not expected to know for multiple-choice section:

- Arab caliphate, but not the transition from Umayyad to _Abbasid Mamluks, but not Almohads

- Feudalism, but not specific feudal monarchs such as Richard I
- Land management systems, but not the European three-field system Crusading movement and its impact, but not specific crusades
- Viking exploration, expansion, and impact, but not individual explorers Mongol expansion and its impact, but not details of specific khanates Papacy, but not particular popes
- Indian Ocean trading patterns, but not Gujarati merchants
- Neoconfucianism, but not the specific contribution of Zhu Xi

Unit III- The Emergence of the First Global Age- 1450-1750 6 weeks

Topics:

- World Trade – Empire Building (Spain, Portugal, Dutch)
- Columbian Exchange and Emergence of Atlantic Trade
- Asian Migrations – Mughal Empire
- Renaissance/Reformation/Enlightenment – impact on world
- Demographic and Environmental Changes

Major Developments:

- Questions of periodization
 - Continuities and breaks, causes of changes from the previous period and within this period
- Changes in trade, technology, and global interactions; e.g., the Columbian Exchange, the impact of guns, changes in shipbuilding, and navigational devices
- Knowledge of major empires and other political units and social systems Aztec, Inca, Ottoman, China, Portugal, Spain, Russia, France, Britain, Tokugawa, Mughal Characteristics of African kingdoms in general but knowing one (Kongo, Benin, Oyo, Dahomey, Ashanti, or Songhay) as illustrative
- Gender and empire (including the role of women in households and in politics)
- Slave systems and slave trade
- Demographic and environmental changes: diseases, animals, new crops, and comparative population trends
- Cultural and intellectual developments
- Scientific Revolution and the Enlightenment
 - Comparative global causes and impacts of cultural change (e.g., African contributions to cultures in the Americas)
 - Major developments and exchanges in the arts (e.g., Mughal, the Americas) Creation of new religions (Vodun, Zen, Sikhism, Protestantism)
- Diverse interpretations
 - What are the debates about the timing and extent of European predominance in the world economy?
 - How does the world economic system of this period compare with patterns of interregional trade in the previous period?

Major Comparisons and Analyses: Examples

- Compare colonial administrations
- Compare coercive labor systems: slavery and other coercive labor systems in the Americas
- Analyze the development of empire (i.e.. general empire building in Asia, Africa, Europe, and the Americas)
- Analyze imperial systems: a European seaborne empire compared with a land- based Asian empire
- Compare Russia’s interaction with two of the following (Ottoman Empire, China, western Europe, and eastern Europe)
- Compare Mesoamerican and Andean systems of economic exchange

Examples of the types of information students are expected to know contrasted with examples of those things students are not expected to know for the multiple-choice section:

- Extent of Ottoman expansion, but not individual states
- Slave plantation systems, but not Jamaica’s specific slave system
- Institution of the harem, but not Hurrem Sultan
- Relations between the Kongo and Portugal, but not individual rulers
- Tokugawa Japan’s foreign policy, but not Hideyoshi
- Importance of European exploration, but not individual explorers
- Characteristics of European absolutism, but not specific rulers
- Protestant Reformation, but not Anabaptism or the Huguenots

Unit IV- Age of Revolution and Empire- 1750-1914 6 weeks

Topics:

- Political Revolutions
- Industrial Revolutions/Imperialism
- Social Revolutions
- Rise of Nationalism

Major Developments:

- Questions of periodization
 - Continuities and breaks; causes of changes from the previous period and within this period
 - Explain forms of Western intervention in Latin America, Africa, and Southeast Asia
 - Compare the roles and conditions of elite women in Latin America with those in western Europe before 1850

Examples of the types of information students are expected to know contrasted with examples of what students are not expected to know for the multiple-choice section:

- Causes of Latin American independence movements, but not specific protagonists The French Revolution of 1789, but not the Revolution of 1830
- Meiji Restoration, but not Iranian Constitutional Revolution Boxer Rebellion, but not the Crimean War
- Suez Canal, but not the Erie Canal
- Muhammad Ali, but not Isma'il
- Marxism, but not Utopian socialism
- Social Darwinism, but not Herbert Spencer
- Women's emancipation movements, but not specific suffragists

Unit V. A Technological Age: 1914 - PRESENT 6 weeks

Topics:

- World Wars
- Rise of Communism, Fascism, Totalitarianism
- Cold War/Post-colonialism
- Issues of Globalization and technology

Major Developments

- Questions of periodization
 - Continuities and breaks; causes of changes from the previous period and within this period
- War and peace in a global context (the World Wars; colonial soldiers in the First World War; the Holocaust; the Cold War; nuclear weaponry; and international organizations and their effects on the global framework, e.g, globalization of diplomacy and conflict; global balance of power; reduction of European influence; the League of Nations, the United Nations, the Nonaligned Nations)
- New patterns of nationalism (fascism; decolonization; racism, genocide; the breakup of the Soviet Union)
- Effects of major global economic developments (e.g., the Great Depression in Latin America; technology; Pacific Rim; multinational corporations)
- New forces of revolution and other sources of political innovations
- Social reform and social revolution (changing gender roles; family structures; rise of feminism; peasant protest; international Marxism; religious fundamentalism)
- Globalization of science, technology, and culture
 - Developments in global cultures and regions reactions, including science and consumer culture
 - Interactions between elite and popular and art
 - Patterns of resistance including religious responses
- Demographic and environmental changes (migrations; changes in the birthrates and death rates; new forms of urbanization; deforestation; green/environmental movements ; rural to urban shifts.

- Diverse interpretations
 - Is cultural convergence or diversity the best model for understanding increased intercultural contact in the modern world?
 - What are the advantages and disadvantages of using units of analysis for the modern world such as the nation, the world, the West, and the developing world?

Major Comparisons and Analyses: Examples

- Compare patterns and results of decolonization in Africa and India
- Pick two revolutions (Russian, Chinese, Cuban, Iranian) and compare their effects on the roles of women
- Compare the effects of the World Wars on areas outside of Europe
- Compare legacies of colonialism and patterns of economic development in two of the three areas (Africa, Asia, Latin America)
- Analyze nationalist ideologies and movements in contrasting European and colonial environments
- Compare different types of independence struggles
- Examine global interactions in cultural arenas (ex. Reggae, art, sports) Analyze the global effects of Western consumer society
- Compare major forms of twentieth-century warfare
- Assess different proposals (or models) for economic growth in the developing world and the social and political consequences

Examples of the types of information students are expected to know contrasted with examples of what students are not expected to know for the multiple choice section:

- Effects of global wars, but not specific battles in the World Wars
- Cultural and political transformations resulting from the wars, but not French political and cultural history
- Authoritarian regimes, but not Mussolini's or Vargas's internal policies Feminism and gender relations, but not Simone de Beauvoir or Huda Shaarawi
- The growth of international organizations, but not the history of the ILO Colonial independence movements, but not the resolutions passed the Indian National Congress
- The issue of genocide but not Cambodia, Rwanda, or Kosovo
- The internationalization of popular culture, but not the Beatles

Habits of Mind (Explained by A.P. Central)

The AP World History course addresses habits of mind in two categories: (1) those addressed by any rigorous history course, and (2) those addressed by a world history course.

Four habits of mind are in the first category:

- Constructing and evaluating arguments: using evidence to make plausible arguments

- Using documents and other primary data: developing the skills necessary to analyze point of view and context, and to understand and interpret information
- Assessing continuity and change over time and over different world regions
- Understanding diversity of interpretations through analysis of context, point of view, and frame of reference

Five habits of mind are in the second category:

- Seeing global patterns and processes over time and space while connecting local developments to global ones
- Comparing within and among societies, including comparing societies' reactions to global processes
- Considering human commonalities and differences
- Exploring claims of universal standards in relation to culturally diverse ideas
- Exploring the persistent relevance of world history to contemporary developments

Every part of the AP World History Exam assesses habits of mind as well as content. For example, in the multiple-choice section, maps, graphs, artwork, and quotations may be used to judge students' ability to assess primary data, while other questions focus on evaluating arguments, handling diversity of interpretation, making comparisons among societies, drawing generalizations, and understanding historical context. In Part A of the essay section of the exam, the document-based question (DBQ) focuses on assessing students' ability to construct arguments, use primary documents, analyze point of view and context, and understand global context. The remaining essay questions in Parts B and C focus on global patterns over time and space with emphasis on processes of continuity and change (Part B) and on comparisons within and among societies (Part C).

Standards:

NJSLS in Social Studies:

6.2.12.A.1.a; 6.2.12.B.1.a-b; 6.2.12.C.1.a-e; 6.2.12.D.1.a-f; 6.2.12.A.2.a-c; 6.2.12.B.2.ab; 6.2.12.C.2.a; 6.2.12.D.2.a-e; a-g6.2.12.B.3.a-c; 6.2.12.C.3.a-f; 6.2.12.D.3.a-e; 6.2.12.A.4.a-d; 6.2.12.B.4.a-d; 6.2.12.C.4.a-d; 6.2.12.D.4.a-l; 6.2.12.A.5.a-e; 6.2.12.B.5.a-e; 6.2.12.C.5.a-g; 6.2.12.D.5.a-d; 6.2.12.A.6.a-d; 6.2.12.B.6.a; 6.2.12.C.6.ad; 6.2.12.D.6.a

Modifications: See Appendix I

V. Course Materials

Main Text:

Spodek, Howard. *The World's History*. 3rd ed. Combined vol. Upper Saddle River, NJ: Prentice Hall, 2006

Primary Source Reader:

Sources of World Civilization. Upper Saddle River, N.J: Prentice Hall, 2004.

Unit 1 readings:

Epic of Gilgamesh (pg. 5-24)

Hymn to the Nile (pg. 24-26)

The Republic (85-91) The Politics (92-103) Analects (pg. 156-163) Christian Scripture- Mathew, Acts, Romans (pg. 139-150)

Bhagavad Gita (pg. 168-190)

The Foundation of the Kingdom of Righteousness (pg. 191-193)

Dhammapada (193-203) The Quran (228-240)

The Perfect State (pg. 241-248)

Unit 2 readings:

The Quran (228-240)

The Life of Charlemagne (pg. 265-288)

The Crusades (pg. 288-300)

Magna Carta (pg. 300-308)

The Book of Ser Marco Polo (pg. 326-344)

Sundiata (pg. 349-358)

Unit 3 readings:

Christopher Columbus (pg. 5-13)

The Edict of 1635 Ordering the Closing of Japan (pg. 58)

The Fate of the Embassy from Macau (pg. 60)

Martin Luther; An Open Letter to the Christian Nobility... (pg. 63-75)

John Calvin, Institutes of the Christian Religion (pg. 75-88)

Francis Bacon, Novum Organum (pg. 100-105)

Unit 4 readings:

The Declaration of Independence (pg. 116)

The Declaration of the Rights of Man and Citizens (pg. 119-121)

Declaration of the Rights of Woman and the Female Citizen (pg. 121-127) Wealth of Nations (pg. 128)

Treaty of Nanking (155-161)

Communist Manifesto (pg. 194-213)

Origin of Species (pg. 218-231)

White Man's Burden (pg. 234-237)

Unit 5 readings:

Indian Home Rule (Gandhi) (pg. 241-255)

Mao Zedong: Report on the Hunan Peasants (pg. 288-298)

The Effects of Atomic Bombs on Hiroshima and Nagasaki (313-323) Thomas Sowell, Diversity (pg. 355)

Other Materials/Readings: (In addition to Text and Primary Source Reader)

Unit 1

Video: PBS —The Story of Islam (clips)

Video —It Started with the Greeks by James Burke

Video: —Rites of Death

Video: —Guns, Germs and Steel

The Art of War

The Ten Commandments

Unit 2

Videos: —The Silk Roads – selections from series

Videos: —Maya: The Blood of Kings ; —Inca: Secrets of the Ancestors Video Clips from CNN Millennium series

Video: PBS —The Story of Islam (clips)

Unit 3

Video: PBS, —Africans in America (clips)

Video Clips from CNN Millennium series

Video Clips: The Conquistadors

Machiavelli's The Prince

Letters from the King of Kongo to the King of Portugal

English Bill of Rights Montezuma's Death

Unit 4

Lin Zexu to Queen Victoria

Jonathan Spence, God's Chinese Son

Heart of Darkness/Excerpts and/or Video Clips

Video Clips: French Revolution, History Channel

Jose Marti, The Vindication of Cuba Theodore Roosevelt: The Roosevelt Corollary

Unit 5

All Quiet on the Western Front (excerpts or video clips)

Dulce Et Decorum Est

Joseph Stalin, The Need for Progress Balfour Declaration

Israeli Proclamation of Independence

China's Marriage Law: New Rules for the Women of China

Truman Doctrine

VI. Assessments

Formative Assessments:

- Power Point/Lecture
- Class Discussion
- Student Centered Projects
- Analysis of Primary Source Documents Essay writing, grading and analysis
- Video viewing/reflection
- Debates

Summative Assessments:

- M.C. 50 question Chapter Test (Corresponding to Each Chapter)
- Change-over-time Essay (Corresponding to Each Unit)
- Document Based Question Essay (Corresponding to Each Unit)
- Compare/Contrast Project (Corresponding to different cultures/regions of each unit)
- Reading Quizzes
- Primary Source Analysis Questions (Homework/Classwork grades)
- Class participation/discussion/debate
- Map Quizzes

Benchmark Assessments:

- Unit content pre & post assessment

VII. Interdisciplinary Connections and Alignment to Technology standards

Interdisciplinary Connections

Social studies encompasses a broad multidisciplinary field within its own academic area, including the teaching of anthropology, civics, economics, geography, history, political science, psychology and sociology. The NJCCCS are designed to integrate four core social studies disciplines: civics, economics, geography, and history. These interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary connections in this document expand outside of the distinct field of social studies into: moral/social education; science, mathematics, and technology; and literacy/language arts.

Moral/social education: What are universal ideas and problems shared across humanity? What does it mean to be a citizen? What are the responsibilities and opportunities for active citizenship? What ideals and actions will enhance my personal development and the development of my various communities?

- Character education (Responsive Classroom, Teaching Tolerance, Facing History and Ourselves)
- Global citizenship education - Civics Kids, Teaching Civics, Character.org, Teaching Tomorrow's Citizens, Campaign for the Civic Mission of Schools, World Savvy, and Facing History
- Social participation projects - 150 Service Learning Projects, Sci/SS Service Connections.

Science, mathematics, and technology: How are we all connected? How have science and technology changed how we live across time? How can study of data inform my understanding of social, political, and historical phenomena?

- Sustainability and environmental education (NGSS Science, Technology, and Society Appendix; Facing the Future; Project Wild; UNESCO)
- Health and medical education
- Analysis of graphic and statistical data (historical, social, political) - Making Connections through Mapping, and Statistics and Social Sciences

Literacy (narrative, information, argument, and media): How do certain texts inform our understanding of social studies and history? How can social studies be a venue to express and communicate our ideas?

- Reading and writing content units of study (ELA)
- Historical fiction - Elem. Thematic Reading Materials, Carter Woodson Book Award Winners, Notable Social Studies Texts,
- Media and information literacy - The DBQ Project, PBS Teaching Media Literacy, National Associations for Media Literacy Education,
- Research writing - Teachers College Reading and Writing Project Reading/Writing Units of Study,
- Argument - Teaching Argumentative Writing

21st Century Themes & Skills

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Social Studies and Technology K-12 Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing social studies topics are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

8.1 Educational Technology

- Understand and use technology systems.

- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.

Please see district chart for more detailed connections

Appendix I

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure.

The social studies is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

Teachers can differentiate

- *Content: What we teach and how we give students access to the information and ideas that matter*
- *Process: How students come to understand and "own" the knowledge, understanding, and skills essential to a topic*
- *Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study*

According to students'

- *Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning*
- *Interest-What a student enjoys learning about, thinking about, and doing*
- *Learning Style-A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture*

Examples of Modifications and Differentiation

Gifted and Talented (content, process, product and learning environment)

N.J.A.C. 6A:8-3.1 Curriculum and instruction: District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques that apply to Social Studies

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Sample Resource

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html>

Anchor Activities

Self-directed specified ongoing activities in which students work independently

Sample Resource

http://www.rec4.com/filestore/REC4_AnchorActivityPacket_080513.pdf

Curriculum Compacting

Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement

strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Sample resource:

<http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Sample resource:

http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf p. 18

Flexible grouping

Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Sample resource:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

Jigsaw Activities

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Sample resource:

<http://www.adlit.org/strategies/22371/>

Extension Menus

Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Sample resource:

<http://gilbertps.schoolwires.net/cms/lib3/AZ01001722/Centricity/Domain/809/Teaching%20Gifted%20Book%20of%20Forms.pdf> Sample See p. 13

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In social studies, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

-bilingual dictionaries

-visual aids

-teacher made adaptations, outlines, study guides

-varied leveled texts of the same content

Please refer to the following link-

<http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf>

as mentioned on the NJDOE website.

Preparing students for the lesson:

- Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.

- Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
- Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.
- Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.
- Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.

Sample Resources:

CanDo Descriptors -

https://www.wida.us/standards/CAN_DOs/

Colorin Colorado - <http://www.colorincolorado.org/educators/>

WIDA - <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in social studies classroom settings, grades K-12. The primary aim of social studies education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation – Expanding student motivation to learn content in social studies can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

Students at Risk of School Failure

Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.