

## Southern Cayuga Central School District – Curriculum Map

Subject: AP World History 10

School Year: 2017-2018

Title or Topics w/ NYS Standards	Key Concepts	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Content Specific Vocabulary and Map Skills/Course Introduction  <u>Summer Reading Review</u>	What are the themes of AP World History? How do memoirs play a role as historical documents?	<ul style="list-style-type: none"> <li>- Review of concepts from the previous year</li> <li>- Summer Reading analysis</li> </ul>	Book Club Discussion  Summer Reading Assessment	1 week
Period 5 Industrialization and Global Integration, c. 1750 to c. 1900  Chapters 22-32	<ul style="list-style-type: none"> <li>- <b>Key Concept 5.1:</b> Industrialization and Global Capitalism</li> <li>- I. Industrialization fundamentally changed how goods were produced</li> <li>- II. New patterns of global trade and production developed that further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount of goods produced in their factories.</li> <li>- III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.</li> <li>- IV. There were major developments in transportation and communication.</li> <li>- V. The development and spread of global capitalism led to a</li> </ul>	<ol style="list-style-type: none"> <li>1. Compare two of the following revolutions in terms of inspirations, goals, and the diverse groups involved: American, French, Latin American.</li> <li>2. Analyze the reasons why England and the Western Europeans moved towards industrialization in this period. Consider also the decision not to industrialize in other regions.</li> <li>3. Discuss the economic and social effects of the early industrial economy on the lower classes of society: rural workers and urban workers. Be sure to include gender distinctions in your response.</li> <li>4. Explain the economic relationship between the British colonial empire and the financing of the Industrial Revolution.</li> <li>5. Compare the early attempts to create an industrial economy in three of the following: England, U.S., Japan, Russia, China, Egypt. Consider</li> </ol>	Societal Comparisons/ comparisons Document Analysis Chapter Outlines Graphic Organizers Essay Writing: DBQs, Compare/ Contrast Vocabulary Cards/Quizzes Class discussion of assigned readings or reading check Graph/chart practice Trial of Robespierre Capitalism/Communism Debate Imperialism News Project Unit Exam	18 weeks

	<p>variety of responses</p> <ul style="list-style-type: none"> <li>- VI. The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy</li> <li>- <b>Key Concept 5.2:</b> Imperialism and NationState Formation <ul style="list-style-type: none"> <li>- I. Industrializing powers established transoceanic empires</li> <li>- II. Imperialism influenced state formation and contraction around the world.</li> <li>- III. New racial ideologies, especially Social Darwinism, facilitated and justified imperialism</li> </ul> </li> <li>- <b>Key Concept 5.3:</b> Nationalism, Revolution and Reform <ul style="list-style-type: none"> <li>- I. The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments.</li> <li>- II. Beginning in the 18th century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse</li> </ul> </li> </ul>	<p>political, economic, social, and religious categories in your analysis.</p> <p>6. Compare Russia’s interactions with the West with the interaction of one of the following other empires with the West: Ottoman Empire, China, Tokugawa Japan, Mughal India.</p> <p>7. Compare the economic, political, social, cultural reasons for European colonization in the mid to late 19th century.</p> <p>8. How did whether one was a settler or a non-settler colony affect political, social, and cultural relations between the colonized and the colonizers?</p> <p>9. Assess and explain the amount of change in women’s roles in two of these societies during the period of 1750–1914: Western European, Ottoman Empire, China, India, SubSaharan Africa, Latin America.</p> <p>10. Evaluate the impact of the Industrial Revolution on European politics.</p> <p>11. To what extent did the definition of “democracy” change from 1750 to 1914? Compare the colonization and development of the U.S. with colonization and development in one of the following areas: Australia, Canada, New Zealand.</p> <p>12. Compare the development of modernizing and nationalist movements in the Ottoman Empire and China in this period.</p> <p>13. Analyze the interplay among industrialization, imperialism, and global conflict in Western Europe and Africa in this period. 14. Consider the decisions to embrace or reject</p>		
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	<p>populations.</p> <ul style="list-style-type: none"> <li>- III. The spread of Enlightenment ideas and increasing discontent with imperial rule propelled reformist and revolutionary movements.</li> <li>- IV. The global spread of Enlightenment thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.</li> <li>- <b>Key Concept 5.4:</b> Global Migration</li> <li>- I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.</li> <li>- II. Migrants relocated for a variety of reasons.</li> <li>- III. The large-scale nature of migration, especially in the 19th century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations</li> </ul>	<p>Western traditions in this period, comparing two distinct examples.</p>		
<p>Period 6 Accelerating Global Change and Realignment, c. 1900 to the Present</p> <p>Chapters 32-38, Outside Readings</p>	<ul style="list-style-type: none"> <li>- <b>Key Concept 6.1:</b> Science and the Environment</li> <li>- I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.</li> <li>- II. As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with</li> </ul>	<ul style="list-style-type: none"> <li>- 1. To what extent did the two world wars end European global dominance? Why?</li> <li>- 2. To what extent did the creation of the League of Nations, the United Nations, the PanArab League, and the Non-Aligned Nations affect the patterns of global interactions in the 20th century?</li> </ul>	<p>Leader Analysis Peoples Analysis Conflict Analysis Change Analysis Societal Comparisons Document Analysis Chapter Outlines World War I Propaganda Project Graphic Organizers Essay Writing</p>	<p>18 weeks</p>

	<p>the environment.</p> <ul style="list-style-type: none"> <li>- III. Disease, scientific innovations and conflict led to demographic shifts.</li> <li>- <b>Key Concept 6.2:</b> Global Conflicts and Their Consequences <ul style="list-style-type: none"> <li>- I. Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century's end</li> <li>- II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires</li> <li>- III. Political changes were accompanied by major demographic and social consequences.</li> <li>- IV. Military conflicts occurred on an unprecedented global scale.</li> <li>- V. 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.</li> </ul> </li> <li>- <b>Key Concept 6.3:</b> New Conceptualization of Global Economy, Society and Culture <ul style="list-style-type: none"> <li>- I. States responded in a variety of ways to the economic challenges of the twentieth century.</li> <li>- II. States, communities, and individuals became increasingly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 3. Assess the political, economic, and social consequences of the world wars on two of the following: Russia, China, sub-Saharan Africa.</li> <li>- 4. Assess the effects of rapidly changing demographic and environmental trends in the 20th century in two of the following regions: Latin America, sub-Saharan Africa, India, USSR/Russia.</li> <li>- 5. Discuss how the impacts of the globalization of science, technology, and culture have led to a unification of the global community in the 20th century.</li> <li>- 6. Compare the positive and negative impacts of globalization on nations in two world regions.</li> <li>- 7. Discuss the extent to which local opposition to the forces of globalization has succeeded in the second half of the 20th century.</li> <li>- 8. How successful were two of the following in their quests to change the status quo in the 20th century: feminism, peasant protests, international Marxism, religious conservatives?</li> <li>- 9. Identify and explain the important changes and continuities in the Russian sphere from 1914 to the present.</li> </ul>	<p>World War II Newscasts  Human Rights Project  Debate  Current Events Jigsaw Project  Chapter Quizzes  Unit Exam  SPICE Charts</p>	
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	<p>interdependent, a process facilitated by the growth of institutions of global governance.</p> <ul style="list-style-type: none"><li>- III. People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.</li><li>- IV. Popular and consumer culture became global.</li></ul>	<ul style="list-style-type: none"><li>- 10. Compare the social, economic, and political changes and continuities of western Europe and Japan in the 20th century.</li><li>- 11. Compare the political, economic, and social causes and effects of two of the following revolutions: Russian, Cuban, Mexican, Chinese, Iranian.</li><li>- 12. Compare the implementation of communism in two nations. What modifications were made to Marx's ideas in the process?</li><li>- 13. Compare two of the following revolutions in terms of women's participation and the revolutions' impact on women's roles and status: Russian, Cuban, Mexican, Chinese, Iranian.</li><li>- 14. Compare the patterns of post-war decolonization in Africa and Asia.</li><li>- 15. Compare the legacies of colonization in Africa, Asia, and Latin America.</li><li>- 16. Assess the differences between imperialism and neocolonialism.</li><li>- 17. Assess the advantages and disadvantages of high-tech warfare and guerrilla warfare in the 20th century. Use three specific conflicts as examples.</li><li>- 18. To what extent did post-</li></ul>		
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		<p>war art and culture diverge into new and different directions (different from the pre-war era) in two of the following regions: Europe, Soviet Union, U.S., Middle East?</p> <ul style="list-style-type: none"> <li>- 19. What is the value of trend-based forecasting in the context of historical studies?</li> <li>- 20. How has the role of the great powers— and especially the United States—changed in the last two decades?</li> </ul>		
AP and Regents Exam Review and Final Project	<p>How does our learning for the year fit the themes for AP World History?</p> <p>Review for Exams</p> <p>What are the historical roots of modern global issues?</p>		<p>Discussion</p> <p>Essay Writing Practice</p> <p>Modern Global Issues Project and Presentation</p>	3 weeks

### Relevant Standards

#### AP World History Course and Exam Description

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf>

#### NYS Standards:

Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

**National Core Standards:**

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources. discrepancies among sources.

Range of Reading and Level of Text Complexity

## Common Core Learning Standards: History/Social Studies » Grade 9-10

### Key Ideas and Details:

#### [CCSS.ELA-LITERACY.RH.9-10.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

#### [CCSS.ELA-LITERACY.RH.9-10.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

#### [CCSS.ELA-LITERACY.RH.9-10.3](#)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Craft and Structure:

#### [CCSS.ELA-LITERACY.RH.9-10.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

#### [CCSS.ELA-LITERACY.RH.9-10.5](#)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

#### [CCSS.ELA-LITERACY.RH.9-10.6](#)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### Integration of Knowledge and Ideas:

#### [CCSS.ELA-LITERACY.RH.9-10.7](#)

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

[CCSS.ELA-LITERACY.RH.9-10.8](#)

Assess the extent to which the reasoning and evidence in a text support the author's claims.

[CCSS.ELA-LITERACY.RH.9-10.9](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.RH.9-10.10](#)

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.