

**Southern Cayuga Central School District – Curriculum Map**

**Subject: AP World History 10**

**School Year: 2021-22**

<b>Title or Topics w/ NYS Standards</b>	<b>Essential Questions &amp; Vocabulary</b>	<b>Content Skills (Activities to cover Essential Questions)</b>	<b>Major Assessments (Tests, Project, etc.)</b>	<b>Time Frame</b>
<p>Content Specific Vocabulary and Map Skills/Course Introduction</p> <p><b>Summer Reading Assignment: Tell Me Who You Are</b></p>	<p>What are the themes of AP World History? How are people shaped by racial conflict? How does our identity impact our point of view on historical and current events?</p>	<p>Review of themes and concepts from 9th grade AP writing skill boost Context Thesis Analysis Map skills and region review Summer Reading theme Discussion-connect to history</p>	<p>Summer Reading LEQ-CCOT Essay  Socratic Seminar</p>	<p>Sept 2 weeks</p>
<p><b>Unit 1-The Global Tapestry (1200-1450)</b> <i>*review unit from 9th grade*</i></p> <p>Key Concepts: 1.1-1.7 (AP World History Modern Curriculum)</p> <p>Text: <i>Traditions &amp; Encounters</i></p>	<p>How are states created?  How do leaders maintain power?</p> <p>Vocabulary:</p> <ol style="list-style-type: none"> <li>1. Song Dynasty</li> <li>2. Filial Piety</li> <li>3. Mandate of Heaven</li> <li>4. Grand Canal</li> <li>5. Neo -Confucianism</li> <li>6. Heian Japan</li> <li>7. Textile</li> <li>8. Champa rice</li> <li>9. Islam</li> <li>10. Dar al-Islam</li> <li>11. Hinduism</li> <li>12. Judaism</li> <li>13. Christianity</li> <li>14. Confucianism</li> <li>15. Buddhism</li> </ol>	<p>Interactive Notebook/Chapter Notes Graphic Organizers for each key concept Document Analysis Religion review Lecture video and notes</p>	<p>Chapter/Review Quizzes Group Assessment (quiz) Region Makeover project with gallery walk</p>	<p>Sept-Oct 2 weeks</p>

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<b>Unit 2-Networks of Exchange (1200-1450)</b> <i>*review unit from 9th grade*</i>  Key Concepts: 2.1-2.7 (AP World History Curriculum)  Text: <i>Traditions &amp; Encounters</i>  Southernization Article  Marco Polo Primary Sources	What are the causes and consequences of increased connectivity between cultures and countries?  Vocabulary: 1. Silk Road 2. Trans Saharan Trade Route 3. Indian Ocean Basin 4. Magnetic Compass 5. Junk Ship 6. Monsoon 7. Diaspora 8. Mansa Musa 9. Caravan 10. Pax Mongolica 11. Khan 12. Cultural Diffusion	Unit Vocabulary-Quizlet Interactive Notebook/Chapter Notes Document Analysis Graphic Organizers per topic “Trade and Travelers Map” CDC Plague Analysis Southernization Discussion Study Guide HyperDoc	Unit 2 LEQ Unit Exam Chapter Quizzes/Review	October 2 Weeks
<b>Unit 3-Land Based Empires (1450-1750)</b>  Key Concepts: 3.1-3.4 (AP World History Curriculum)	How is power gained and consolidated?  How does religion affect the government and how does the government affect religion?  Vocabulary: Gunpowder Versailles Jihad Sunni Shia Sikhism	SPICES Charts for Gunpowder Empires Compare and Contrast Samurai VS. Devershmire Graphic Organizers Document and Art Analysis Vocabulary-Quizlet Interactive Notebook/Chapter Notes Geography-Google Drawings Study Guide-HyperDoc Google Slide Partner assignments	SAQ-Short Answer Questions Autopsy of an Empire Activity Chapter Quizzes Unit Exam	Oct.-Nov. 2 Weeks

	Samurai Devershmire			
<b>Unit 4-Transoceanic Interconnectedness (1450-1750)</b>  Key Concepts: 4.1-4.8 (AP World History Curriculum)  Text: <i>Traditions &amp; Encounters</i>  <u><i>Guns, Germs, and Steel</i></u>	How does technology impact society and culture?  Vocabulary: Columbian Exchange Lateen Slave Trade Plantation Encomienda Hacienda Joint-Stock Company Triangular Trade	Vocabulary-Quizlet Trade Route Maps Interactive Notebook and Chapter Notes Mercantilism Activity Graphic Organizers for each topic Resistance Movements Jigsaw Google Slide Partner assignments	SAQ's Columbian Exchange Project In Class DBQ Essay Chapter Quizzes Unit Exam/Midterm Exam	Nov.-Dec 4 Weeks
<b>Unit 5-Revolution (1750-1900)</b>  Key Concepts: 5.1-5.10 (AP World History Curriculum)  Text: <u><i>Traditions and Encounters</i></u>  Other primary and secondary historical sources  Simon Bolivar-"Letter from Jamaica"  Mary Wollstonecraft- <i>"A Vindication of the Rights of Women"</i>	Does the government rule people or people rule the government?  Vocabulary: Capitalism Communism Bourgeoisie Hierarchy Enlightenment Social Contract Natural Rights Nationalism Suffrage Feminism Liberalism Unification "Blood and Iron" Urbanization	Vocabulary-Quizlet Interactive Notebook/Chapter Notes "Urban Game" Revolution comparison Capitalism VS. Communism Socratic Seminar Trial of Robespierre Revolutionary Leader Social Media Document Analysis Graphic Organizers Class discussion of assigned readings or reading check Google Slide Partner assignments	Essay Writing: LEQ-CCOT Research Project-ELA/AP Chapter Quizzes Socratic Discussion Unit Exam	Jan.-Feb. 4 Weeks

<p>Olympe de Gouges-  <i>"Declaration of the Rights of Woman and of the Female Citizen"</i></p>	<p>Meiji Restoration  Laissez-Faire  Labor Union  Socialism</p>			
<p><b>Unit 6-Consequences of Industrialization (1750-1900)</b></p> <p>Key Concepts:  6.1-6.8 (AP World History Curriculum)</p> <p><b>Text:</b>  <u><i>Traditions and Encounters</i></u></p> <p><u><i>Things Fall Apart</i></u>-Chinua Achebe</p> <p><u><i>"Shooting an Elephant"</i></u>- George Orwell</p>	<p>How does increased technology affect societies?</p> <p>Vocabulary:  Social Darwinism  Imperialism  Resistance  Natural Resources  Nationalism  Colony  Spheres of Influence  Opium Wars  Migrate  Ethnic Enclave  Chinese Exclusion Act  Sepoy Rebellion</p>	<p>"Shooting an Elephant"-George Orwell  Vocabulary-Quizlet  Document Analysis  Class Discussion  Interactive Notebook/Chapter Notes  Graphic Organizers  Imperialism in Africa and Asia Inquiry  SPICES  Google Slide Partner assignments</p>	<p>Imperialism Project  Socratic Seminar-Resistance to Imperialism  Chapter Quizzes  Unit Exam</p>	<p>February  3 Weeks</p>
<p><b>Unit 7-Global Conflict</b></p> <p>Key Concepts:  7.1-7.9 (AP World History Curriculum)</p> <p><b>Text:</b>  <u><i>Traditions and Encounters</i></u>  Outside Readings-primary and secondary sources</p>	<p>Can war/violence be avoided?</p> <p>Vocabulary:  Militarism  Alliances  Imperialism  Nationalism  Balkans  Powder Keg  Gestapo</p>	<p>SPICES  Vocabulary-Quizlet  Interactive Notebook/Chapter Notes  Document Analysis  Graphic Organizers  Compare and Contrast-Mao's Great Leap and Stalin's 5 year plan  Google Slide Partner assignments</p>	<p>World War I Propaganda Project and presentation-flip grid  Black Out Poetry  DBQ-Essay Writing  World War II Newscasts  Human Rights Project Debate  Current Events Jigsaw Project  Chapter Quizzes  Unit Exam  In Class Essay</p>	<p>March  4 Weeks</p>

	<p>Nazi  United Nations  League of Nations  Soviet Union  Russian Revolution  Propaganda  Total War  Great Depression  New Deal  Facism  Five Year Plan  Mandate  Totalitarianism  Blitzkrieg  Atomic Bomb</p>			
<p><b>Unit 8-Cold War and Decolonization</b></p> <p>Key Concepts:  8.1-8.9 (AP World History Curriculum)</p> <p><b>Text:</b>  <i>Traditions and Encounters</i>  <i>A History of the World in 6 Glasses</i>-Globalization “Coca Cola”</p>	<p>Can war/violence be avoided?</p> <p>What forces/events helped to shape the world we live in today?</p> <p>Vocabulary:  Communism  Super Power  Hegemon  Resistance  Berlin Wall  Berlin Airlift  Proxy War  Middle East  Chinese Cultural Revolution</p>	<p>Interactive Notebooks/Chapter Notes  Vocabulary-Quizlet  Document Analysis  Graphic Organizers  SPICES  Region research project and flip grid presentations  Google Slide Partner assignments</p>	<p>Chapter Quizzes  Unit Exam  In Class Essay  Flipgrid presentations</p>	<p>March-April  2 weeks</p>

<p><b>Unit 9-Globalization</b></p> <p>Key Concepts: 9.1-9.9 (AP World History Curriculum)</p> <p><b>Text:</b> <u>Traditions and Encounters</u></p> <p><u>A History of the World in 6 Glasses</u></p> <p>Washington Post-Arab Spring Article</p>	<p>Is an interconnected world a positive or negative thing? Why?</p> <p>Can agreements between countries be divisive?</p> <p>Vocabulary: Decolonization Green Revolution WTO NAFTA Consumer Culture</p>	<p>Interactive Notebooks/Chapter Notes Vocabulary-Quizlet Document Analysis Graphic Organizers SPICES Current Events Google Slide Partner assignments Investigative reporter assignment-making connections to current events</p>	<p>Chapter Quizzes Unit Exam In Class Essay Annotated Map Project-Google Maps Investigative reporter assignment</p>	<p>April 2 weeks</p>
<p><b>AP and Regents Exam Review and Final Project</b></p>	<p>How does our learning for the year fit the themes for AP World History? Review for Exams What are the historical roots of modern global issues?</p>	<p>Discussion Essay Writing Practice Regents Skills review (after AP exam)</p>	<p>Modern Global Issues Project and Presentation AP World Exam Global Studies Regents Exam</p>	<p>April-June 3-5 weeks</p>

## **Relevant Standards**

### **AP World History Course and Exam Description:**

<https://apstudents.collegeboard.org/ap/pdf/ap-world-history-modern-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.

### **New York State/Common Core Learning Standards: History/Social Studies » Grade 9-10**

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>.

## **Reading Standards for Literacy in History/Social Studies**

### **Key Ideas and Details:**

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.
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.

### **Craft and Structure:**

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

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the points of view of two or more authors in their treatments of 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.

**Range of Reading and Level of Text Complexity:**

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.

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**Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects**

**Text Types and Purposes:**

1. Write arguments focused on discipline-specific content.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships between the claims(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form, and in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the work is written.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia, when useful to aiding comparison.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships between ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. (See note: not applicable as a separate requirement)

**Production and Distribution of Writing:**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Research to Build and Present Knowledge:**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

**Range of Writing:**

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**Speaking and Listening Standards**

**Comprehension and Collaboration:**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate

others into the discussion; clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

e. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Presentation of Knowledge and Ideas:**

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.