

AP World Curriculum

Developed by: Melissa Moxley following the guidelines set forth by the College Board

Unit 1: Technological and Environmental Transformations

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Technological and Environmental Transformations</p> <ol style="list-style-type: none"> <li>1. Big Geography?</li> <li>2. Early humans</li> <li>3. human response to adaptations</li> <li>4. End of the Ice Age</li> <li>5. Neolithic Revolution</li> <li>6. Domestication of agriculture</li> </ol> <p>Standards</p> <ul style="list-style-type: none"> <li>● D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts</li> <li>● D2.His.2.9-12. Analyze change and continuity in historical eras.</li> <li>● D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to</i></p> <ul style="list-style-type: none"> <li>● Understand how recurring patterns in history can inform judgements about current events and other issues.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p>U1- Big Geography and the Peopling of the Earth                      U2 - The Neolithic Revolution and Early Agricultural Societies                      U3 -The Development and Interaction of Early Agricultural, Pastoral and Urban Societies</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. What is 'Big Geography'?</li> <li>2. How did early humans adapt to a variety of geographic settings?</li> <li>3. What were human responses and adaptations to warming climate at the end of the Ice Age?</li> <li>4. What key features typified the first 'civilizations'?</li> <li>5. How did the Neolithic Revolution affect human societies economically &amp; socially</li> <li>6. Why did the Neolithic Revolution start (at all)? Where did the Neolithic Revolution first transform human populations?</li> <li>7. What various crops &amp; animals were developed or domesticated during the Neolithic Revolution?</li> <li>8. What labor adjustments did humans make in order to facilitate the Neolithic Revolution?</li> </ol>

<ul style="list-style-type: none"> <li>● D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> </ul>		<ul style="list-style-type: none"> <li>● What were the social effects of the increased food supply caused by increase of agriculture?</li> <li>● What technological innovations are associated with the growth of agriculture?</li> </ul>
<b>Acquisition</b>		
<ul style="list-style-type: none"> <li>● D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> <li>● D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights</li> <li>● D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> </ul>	<p><i>Students will know...</i></p> <p>K1- Humans developed increasingly diverse tools (including multiple uses of fire) as they adapted to new environments.  K2 - People lived in small groups that structured social, economic and political activity.  K3 - Permanent agricultural villages first emerged in the lands of the eastern Mediterranean.  K4 - People in each agricultural region domesticated locally available plants and animals.  K5 - Pastoralism developed in Afro-Eurasian grasslands.  K6 - Agricultural communities had to work cooperatively to clear land and create water control systems.  K7 - Pastoralism led to more reliable and abundant food supplies which in turn led to the specialization of labor and the formation of social elites.  K8 - Patriarchal forms of social organization developed in both agricultural and pastoral societies.  K9 - States were powerful new systems of rule that mobilized surplus labor and resources over large areas. These states were often legitimized through religious affiliation and military control.  K10 - More favorably situated states had greater access to resources, enabling them to undertake territorial expansion.  K11 - Pastoralists were often the developers and disseminators of new weapons and modes and transportation.  K12 - Early civilizations developed monumental architecture and urban planning.</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Historical Causation</li> <li>2. Patterns of Continuity and Change over Time</li> <li>3. Periodization</li> <li>4. Comparison</li> <li>5. Contextualization</li> <li>6. Historical Argumentation</li> <li>7. Appropriate Use of Relevant Historical Evidence</li> <li>8. Interpretation</li> <li>9. Synthesis</li> </ol>

	<p>K12 - Systems of record keeping emerged independently in all early civilizations and subsequently spread.</p> <p>K13 - States developed legal codes that reflected existing hierarchies and facilitated the rule of government over people.</p> <p>K14 - New religious beliefs developed in this time period (Vedic traditions, Hebrew traditions, Zoroastrianism) continued to have strong influences in later periods.</p> <p>K15 - Trade expanded throughout this period from local to regional to interregional.</p> <p>K16 - Social hierarchies, including patriarchy, intensified as states expanded and cities multiplied.</p>	
--	--	--

### Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<type here>	PERFORMANCE TASK(S): <type here>
<type here>	OTHER EVIDENCE: <type here>

### Stage 3 – Learning Plan

<i>Summary of Key Learning Events and Instruction</i>
<type here>

## Unit 2: Organization and Reorganization of Human Societies

### Stage 1 Desired Results

<p>ESTABLISHED GOALS</p> <p>Religion and cultural traditions</p> <p>Judaism</p> <p>Vedic religions/Hinduism</p> <p>Confucianism</p> <p>Daoism</p> <p>Roman and Hellenistic development</p> <p>Christianity</p>	<b>Transfer</b>	
	<i>Students will be able to</i>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p>U1- The Development and Codification of Religious and Cultural Traditions</p> <p>U2 - The Development of States and Empires</p> <p>U3 - Emergence of Interregional Networks of Communication and Exchange</p>	<p>ESSENTIAL QUESTIONS</p> <p>1. What effects did the emergence and codification of religious and cultural systems have on peoples and regions?</p>

<p>Greco-Roman philosophy Development of Science and logic Imperial societies Maritime technologies Agricultural technologies</p>		<ol style="list-style-type: none"> <li>2. What were the various results of the growth of empires in terms of size, number and population?</li> <li>3. What is the relationship between the organization of large scale empires and the volume of long-distance trade?</li> </ol>
<p>Standards</p> <ul style="list-style-type: none"> <li>● D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts</li> <li>● D2.His.2.9-12. Analyze change and continuity in historical eras.</li> <li>● D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> <li>● D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> <li>● D2.Geo.6.9-12. Evaluate the impact of human settlement</li> </ul>	<p style="text-align: center;"><b>Acquisition</b></p> <p><i>Students will know...</i></p> <p>K1- The association of monotheism with Judaism was further developed with the codification of the Hebrew scriptures. K2 - The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions - later known as Hinduism. K3 - The core beliefs preached by the historic Buddha were in part a reaction to the Vedic beliefs and rituals then dominant in South Asia . K4 - Confucianism's core beliefs originated in the writings and and lessons of Confucius. K5 - The core Daoist belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. K6 - Christianity drew on Judaism, and Roman and Hellenistic influences. K7 - The core ideas of Greco-Roman philosophy and science emphasized logic, observation and the nature of political power. K8 - Art and architecture reflected the values of religions and belief systems In order to organize their subjects, rulers created administrative institutions, including centralized governments as well as elaborate legal systems and bureaucracies. K9 - Imperial governments promoted trade and projected military power over larger areas. K10 - Imperial cities served as centers of trade, public performance of religious rituals, and political administration of states and empires. K11 - The social structures of empires displayed hierarchies.</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Historical Causation</li> <li>2. Patterns of Continuity and Change over Time</li> <li>3. Periodization</li> <li>4. Comparison</li> <li>5. Contextualization</li> <li>6. Historical Argumentation</li> <li>7. Appropriate Use of Relevant Historical Evidence</li> <li>8. Interpretation</li> <li>9. Synthesis</li> </ol>

<p>activities on the environmental and cultural characteristics of specific places and regions.</p> <ul style="list-style-type: none"> <li>● D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> <li>● D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights</li> <li>● D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> </ul>	<p>K12 - Imperial societies relied on a range on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites.  K13 - Patriarchy continued to shape gender and family relations in all imperial societies of this period.  K14 - The organization of large-scale empires, transregional trade intensified, leading to the creation of extensive networks of commercial and cultural exchange.  K15 - Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a variety of trade routes, including Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean sea lanes.  K16 - New technologies permitted the use of domesticated pack animals to transport goods across longer routes.  K17 - Innovations in maritime technologies, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.  K18 - The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques.  K19 - The spread of disease pathogens diminished urban populations and contributed to the decline of some empires, including the Roman and Han.  K20 - Religious and cultural traditions — including Christianity, Hinduism, and Buddhism — were transformed as they spread partly as a result of syncretism.</p>	
--	---	--

**Stage 2 - Evidence**

Evaluative Criteria	Assessment Evidence
<type here>	PERFORMANCE TASK(S): <type here>
<type here>	OTHER EVIDENCE: <type here>

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<type here>

### Unit 3: Regional and Interregional Interactions

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS</b></p> <p>Development of communication and trade                  Development of the state                  Trade and specialization                  Migration                  Commercial growth                  Labor systems                  Evolution of gender norms                  Cities and society</p> <p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts</li> <li>● D2.His.2.9-12. Analyze change and continuity in historical eras.</li> <li>● D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Understand how recurring patterns in history can inform judgements about current events and other issues.</li> <li>● Critically evaluate sources and information in order to participate actively and effectively as an informed citizen of a democracy.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p>U1- Expansion and Intensification of Communication and Exchange Networks                  U2 - Continuity and Innovation in State Forms and Their Interactions                  U3 - Increased Economic Productive Capacity and its Consequences</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. What effects did the Expansion and Intensification of Communication and Exchange Networks have in the years of 600-1450 CE?</li> <li>2. How did Continuity &amp; Innovation of State Forms and their Interactions influence society in the years of 600-1450 CE?</li> <li>3. How would Increased Economic Productive Capacity and its Consequences influence society in the years of 600-1450 CE?</li> </ol>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <p>K1- The factors encouraged commercial growth</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Historical Causation</li> </ol>	

<p>changes over time and is shaped by the historical context.</p> <ul style="list-style-type: none"> <li>● D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> <li>● D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> <li>● D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> <li>● D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights</li> </ul>	<p>K2 - The environmental effects of migration.  K3 - The institutions that merchants created to foster both trade and cultural diffusion  K4 - How &amp; where did governmental diffusion occur  K5 - The technological and cultural exchanges that states encourage  K6 - The roles did cities play in their societies?  K7 - The types of social and labor systems develop during the post-classical era  K8 - What types of social and gender hierarchies developed?</p>	<ol style="list-style-type: none"> <li>2. Patterns of Continuity and Change over Time</li> <li>3. Periodization</li> <li>4. Comparison</li> <li>5. Contextualization</li> <li>6. Historical Argumentation</li> <li>7. Appropriate Use of Relevant Historical Evidence</li> <li>8. Interpretation</li> <li>9. Synthesis</li> </ol>
---	--	---

<ul style="list-style-type: none"> <li>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> </ul>		
--	--	--

**Stage 2 - Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<type here>	PERFORMANCE TASK(S): <type here>
<type here>	OTHER EVIDENCE: <type here>

**Stage 3 – Learning Plan**

<i>Summary of Key Learning Events and Instruction</i>
<type here>

Unit 4 Global Interactions

**Stage 1 Desired Results**

<b>ESTABLISHED GOALS</b> Prosperity resulting from trade Navigation technology Cartography Transatlantic Trade Columbian Exchange Asian markets Global economy Human effects on the planet Feudalism Syncretic Religions Slavery Bureaucracies	<b><i>Transfer</i></b>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>Understand how recurring patterns in history can inform judgements about current events and other issues.</li> <li>Critically evaluate sources and information in order to participate actively and effectively as an informed citizen of a democracy.</li> </ul>	
	<b><i>Meaning</i></b>	
	<b>UNDERSTANDINGS</b> <i>U1-</i> Globalizing networks of communication and exchange	<b>ESSENTIAL QUESTIONS</b> 1. What changes did transoceanic voyaging bring about?



<p>Evolution of militaries Rise of Empires</p> <p>Standards</p> <ul style="list-style-type: none"> <li>● D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts</li> <li>● D2.His.2.9-12. Analyze change and continuity in historical eras.</li> <li>● D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> <li>● D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> <li>● D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental</li> </ul>	<p>U2 - New forms of social organization and modes of production U3 - State consolidation and imperial expansion</p>	<ol style="list-style-type: none"> <li>2. How did locations of manufacturing, gender and social structures, and environmental processes lead to new global developments?</li> <li>3. What challenges are faced by culturally, ethnically, and religiously diverse empires?</li> </ol>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p>K1- The Indian Ocean, Mediterranean, Sahara and overland Eurasian experiences prosperity and economic disruption due to a new global circulation of goods. K3 - European developments in cartographic and navigational technologies made transoceanic travel and trade possible. K4 - Portuguese development of maritime technology led to increased travel and trade with West Africa. K5 - Spanish sponsorship of the Columbian voyages led to an increased European interest in transoceanic travel and trade. K6 - Multiple routes to Asia were sought by Europeans. K7 - European merchants roles in Asia were characterized by transporting Asian goods from one Asian market to another. K8 - The creation of a global economy were intimately connected to the circulation of silver from the Americas. K9 - Joint-stock companies were new methods used by European rulers to influence domestic and colonial economies.</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Historical Causation</li> <li>2. Patterns of Continuity and Change over Time</li> <li>3. Periodization</li> <li>4. Comparison</li> <li>5. Contextualization</li> <li>6. Historical Argumentation</li> <li>7. Appropriate Use of Relevant Historical Evidence</li> <li>8. Interpretation</li> <li>9. Synthesis</li> </ol>

<p>and cultural characteristics of specific places and regions.</p> <ul style="list-style-type: none"> <li>● D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> <li>● D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights</li> <li>● D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> </ul>	<p>K10 - The functions and facets of the Atlantic System.</p> <p>K11 - European colonization of the Americas led to the spread of diseases.</p> <p>K12 - American foods became staple crops in Europe, Asia and Africa.</p> <p>K13 - Cash crops were grown on plantations and largely relied on coerced labor.</p> <p>K14 - Afro-Eurasian flora and fauna were brought to the Americas.</p> <p>K15 - Deforestation and soil depletion often resulted from European style agricultural practices which were transplanted to the Americas.</p> <p>K16 - Examples of syncretic religions (Sikhism, Vodun, etc.)</p> <p>K17 - Peasant labor intensified in many regions.</p> <p>K18 - Slavery in Africa continued traditional methods and incorporated exportation of slaves to the Mediterranean and Indian Ocean regions.</p> <p>K19 - The growth of the plantation economy increased the demand for slave labor in the Americas.</p> <p>K20 - Imperial conquests led to the formation of new economic and political elites.</p> <p>K21 - Gender and family restructuring occurred.</p> <p>K22 - Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.</p> <p>K23 - States treated religious and ethnic minorities in ways that maximized their</p>	
--	---	--

	<p>economic contributions while limiting their political input.</p> <p>K24 - Use of bureaucratic elites and military professionals became more common.</p> <p>K25 - Tribute collection and tax farming became more common methods of state control.</p> <p>K25 - Land empires - Manchu, Russian, Ottoman, Mughal - dramatically increased in size.</p> <p>K26 - European states established new maritime empires - French, English, Dutch, Portuguese, Spanish.</p>	
--	---	--

### Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<type here>	PERFORMANCE TASK(S): <type here>
<type here>	OTHER EVIDENCE: <type here>

### Stage 3 – Learning Plan

<i>Summary of Key Learning Events and Instruction</i>
<type here>

#### Unit 5: Industrial and Global Interaction

### Stage 1 Desired Results

ESTABLISHED GOALS Rise of industry Urbanization Mechanical technology	<i>Transfer</i>
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>Understand how recurring patterns in history can inform judgements about current events and other issues.</li> </ul>

<p>Global trade Factory systems Effects of industry on the planet Qing and Ottoman Empires Labor Discontent with monarchies Socialism/Marxism Capitalism v Command Economies Imperialism Warfare and diplomacy Economic imperialism Enlightenment Meiji Japan Global population increase Suffrage Migration</p> <p>Standards</p> <ul style="list-style-type: none"> <li>● D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts</li> <li>● D2.His.2.9-12. Analyze change and continuity in historical eras.</li> <li>● D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions</li> </ul>	<ul style="list-style-type: none"> <li>● Critically evaluate sources and information in order to participate actively and effectively as an informed citizen of a democracy.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>U1</i>- Industrialization and global capitalism <i>U2</i> - Imperialism and Nation-State forming <i>U3</i> - Nationalism, revolution and reform <i>U4</i> - Global migration</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. How did industrialization fundamentally alter the production of goods around the world?</li> <li>2. How did the industrialization of states lead to an expansion of overseas colonies and transoceanic empires?</li> <li>3. What effect did Enlightenment thought have on the resistance of colonized peoples and the establishment of new nation-states?</li> <li>4. How did migration patterns and numbers of migrants change during this period?</li> </ol>
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>K1- A variety of factors led to the rise of industrial production including: Europe's location on the Atlantic Ocean, urbanization, the abundance of rivers and canals, improved agricultural productivity etc. K2 - Development of machines including the steam and internal combustion engine made it possible to exploit vast new resources.</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Historical Causation</li> <li>2. Patterns of Continuity and Change over Time</li> <li>3. Periodization</li> <li>4. Comparison</li> <li>5. Contextualization</li> <li>6. Historical Argumentation</li> <li>7. Appropriate Use of Relevant Historical Evidence</li> </ol>

<p>changes over time and is shaped by the historical context.</p> <ul style="list-style-type: none"> <li>● D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</li> <li>● D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> <li>● D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> <li>● D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights</li> </ul>	<p>K3 - The development of the factory system led to the concentration of labor in one location.</p> <p>K4 - New industrial methods spread from northwestern Europe to other parts of Europe, Russia, the U.S. and Japan.</p> <p>K5 - Export economies emerged around the world in response to the demand for raw materials brought about by an increased number of factories.</p> <p>K6 - Extensive mining centers emerged in response to global demand for gold, silver and diamonds.</p> <p>K7 - The classical liberalism of John Smith and John Stuart Mill.</p> <p>K8 - New transnational businesses relied on new financial instruments.</p> <p>K9 - Labor unions and Marxism emerged in response to the ills of spreading global capitalism.</p> <p>K10 - The Qing and Ottoman empires attempted to resist industrial influences.</p> <p>K11 - In a small number of states, governments promoted their own form of state-sponsored industrialization.</p> <p>K12 - Some governments sought to mitigate the ill effects of industrialization through various reforms.</p> <p>K13 - Rapid urbanization led to unsanitary conditions.</p> <p>K14 - States with existing colonies strengthened their control over these colonies.</p>	<p>8. Interpretation</p> <p>9. Synthesis</p>
---	--	--

<ul style="list-style-type: none"><li>● D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li></ul>	<p>K14 - Spanish and Portuguese influence declined while other European states, as well as America and Japan established colonies.</p> <p>K15 - Both warfare and diplomacy were used to establish African colonies.</p> <p>K16 - In some parts of their empires, Europeans established settler colonies.</p> <p>K17 - Economic imperialism was utilized by industrialized states.</p> <p>K18 - The U.S., Russia and Meiji Japan emerged during this era.</p> <p>K19 - Enlightenment philosophers applied new ways of understanding human relationships, politics and the role of the individual in society.</p> <p>K20 - The ideas of Enlightenment philosophers were reflected in revolutionary documents (e.g. American Declaration of Independence, French Rights of Man and Citizen, Bolivar's Jamaica Letter)</p> <p>K21 - Subjects challenged central imperial authorities.</p> <p>K22 - Liberalism, socialism and communism emerged in response to discontent with monarchist and imperial rule.</p> <p>K23 - Demands for women's suffrage emerged during this era.</p> <p>K24 - Global population grew in both urban and rural areas due to changes in food production and medical conditions.</p> <p>K25 - Internal and external migrants began increasingly settling in cities, often in search of work.</p>	
--	--	--

	<p>K26 - As most labor migrants were men, women left behind formed new home societies.</p> <p>K27 - Receiving societies did not always embrace immigrants.</p>	
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<type here>	PERFORMANCE TASK(S): <type here>	
<type here>	OTHER EVIDENCE: <type here>	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
<type here>		

Unit 6: Accelerating Global Change and Realignments

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>Human relationship with the planet          Scientific advancements against disease          Dissolution of empires          Reduction of European influence          Global military conflicts of the 20th century          Economic challenges of the 20th century          Changes in sociological views of race, gender and class          WWI and WWII          Cold War          Non-violent protest          Evolution of popular culture</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Understand how recurring patterns in history can inform judgements about current events and other issues.</li> <li>● Critically evaluate sources and information in order to participate actively and effectively as an informed citizen of a democracy.</li> </ul>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b></p> <p>U1- Science and the environment          U2 - Global conflicts and their consequences          U3 - New conceptualizations of global economy, society and culture</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>1. How did rapid advances in science alter the understanding of the universe and the natural world?</p>

<p>Changes in communication technology Green Revolution Greenhouse gasses and pollution Nuclear weapons and energy End of colonialism Fall of Communism Global integration and pluralism Global consumer culture</p>		<p>2. What were the causes of unprecedented levels of conflict with high human casualties during this period? 3. How did the role of the state fluctuate in regards to domestic economics and global governance?</p>
<b>Acquisition</b>		
<p>Standards</p> <ul style="list-style-type: none"> <li>● D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts</li> <li>● D2.His.2.9-12. Analyze change and continuity in historical eras.</li> <li>● D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> <li>● D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and</li> </ul>	<p><i>Students will know...</i> K1- New modes of communication and transportation reduced the problem of geographic distance. K2 - The Green Revolution produced food for the earth's growing population. K3 - Medical innovation allowed humans to live longer lives.. K4 - Human competition for and consumption of necessary resources (clean air, clean water) became greater than ever before. K5 - The release of greenhouse gasses and other pollutants has contributed to the nature and cause of climate change. K6 - Changing lifestyles and increased longevity led to higher incidence of certain diseases. K7 - More effective forms of birth control gave women greater control over fertility. K8 - Improved military technology and improved tactics led to an increase in wartime casualties. K9 - The older land-based Russian, Ottoman and Qing Empires collapsed due to a variety of external and internal factors.</p>	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> <li>1. Historical Causation</li> <li>2. Patterns of Continuity and Change over Time</li> <li>3. Periodization</li> <li>4. Comparison</li> <li>5. Contextualization</li> <li>6. Historical Argumentation</li> <li>7. Appropriate Use of Relevant Historical Evidence</li> <li>8. Interpretation</li> <li>9. Synthesis</li> </ol>



<p>their political, cultural, and economic dynamics.</p> <ul style="list-style-type: none"> <li>● D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</li> <li>● D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</li> <li>● D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights</li> <li>● D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> </ul>	<p>K10 - Some colonies negotiated for their independence while others fought for it.  K11 - Nationalist party leaders in Asia and Africa challenged imperial rule.  K12 - Transnational movements sought to unite people across national borders (communism, pan-arabism, pan-africanism).  K13 - Movements to redistribute land in Africa, Asia and Latin America, sometimes advocating communism and socialism.  K14- Population displacement was a result of the redrawing of old colonial boundaries.  K15 - The proliferation of conflicts led to various forms of genocide or ethnic violence.  K16 - WWI and WWII were the first 'total wars'.</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>k17 - The sources of global conflict during the first half of the 20th century were imperialism, competition for resources and the economic crisis brought about by the Great Depression.  K18 - The Cold War produced new military alliances (NATO, Warsaw Pact), and promoted proxy wars in Latin America.  K19 - Some groups and individuals promoted non-violence as a way to bring about social change.  K20 - Militarized states often responded to conflicts in ways that often intensified conflict.  K21 - In the USSR and China, governments controlled their national economies.</p>	
--	--	--

	<p>K22 - With the onset of the Great Depression, government began to take a more active role in their national economies.</p> <p>K23 - The Cold War accelerated the trend towards economic liberalization in the late 20th century.</p> <p>K24 - New international organizations formed to facilitate world peace.</p> <p>K25 - As free market economies spread throughout the world new economic institutions and regional trade agreements were formed.</p> <p>K26 - Movements throughout the world protested the emergence of environmental consequences brought about by global integration.</p> <p>K27 - Reggae, Bollywood, the World Cup and the Olympics are all examples of the growth of global consumer culture.</p>	
--	--	--

**Stage 2 - Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<type here>	PERFORMANCE TASK(S): <type here>
<type here>	OTHER EVIDENCE: <type here>

**Stage 3 – Learning Plan**

<i>Summary of Key Learning Events and Instruction</i>
---

<type here>