

Winslow Township School District
AP World History
2022 Unit 1 The Global Tapestry (c.1200 to c. 1450)

Unit 1 The Global Tapestry (c.1200 to c. 1450)

Overview: In this unit, students will examine and compare political and cultural developments in seven major regions of the world (East Asia, the Middle East, South Asia, Southeast Asia, the Americas, Africa, and Europe) in the period from c. 1200 to c. 1450 CE.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><u>Unit 1</u></p> <p><i>Unit 1 The Global Tapestry (c.1200 to c. 1450)</i></p>	<ul style="list-style-type: none"> ● 6.2.8.HistoryUP.3.c ● 6.2.8.CivicsPI.4.a ● 6.2.8.GeoHE.4.a ● 6.2.8.EconNE.4.a ● 6.2.8.HistoryCC.4.f ● 6.2.12.HistoryCC.2.b ● 6.2.8.HistoryCC.4.b ● 6.2.8.HistoryCC.4.d ● 6.2.8.HistoryCC.4.g ● 6.2.12.EconGE.2.a ● WIDA 1, 5 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the systems of government employed by Chinese dynasties and how they developed over time. ● Explain the effects of Chinese cultural traditions on East Asia over time. ● Explain the effects of innovation on the Chinese economy over time. ● Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450. ● Explain the effects of intellectual innovation in Dar al-Islam. ● Explain the causes and effects of the rise of Islamic states over time. ● Explain how the various belief systems and practices of South and Southeast Asia affected society over time. ● Explain how and why various states of South and Southeast Asia developed and maintained power over time. 	<ul style="list-style-type: none"> ● What internal and external factors contributed to the formation, expansion, and decline of empires and states in Afro-Eurasia and the Americas in the period from 1200 to 1450? ● How did empires and states in Afro-Eurasia and the Americas obtain, retain, and exercise power in the period from 1200 to 1450? ● In what ways did empires and states in Afro-Eurasia and the Americas demonstrate continuity in the period from 1200 to 1450? ● In what ways did empires and states in Afro-Eurasia and the Americas demonstrate innovation in the period from 1200 to 1450? ● What were the effects of the rise of various Afro-Eurasian empires and states from 1200 to 1450? ● What were the similarities and differences in the ways in which states

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		<ul style="list-style-type: none"> ● Explain how and why states in the Americas developed and changed over time. ● Explain how and why states in Africa developed and changed over time. ● Explain how the beliefs and practices of the predominant religions in Europe affected European society. ● Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450. ● Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450. ● Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450 	<p>and empires in Afro-Eurasia and the Americas developed, expanded, and declined?</p> <ul style="list-style-type: none"> ● In what ways did empires and states in Afro-Eurasia demonstrate innovation in the period from 1200 to 1450? ● In what ways have the various belief systems and practices found across Eurasia help shape the way groups viewed themselves and their place in the world? ● What have been the political, social, and cultural implications of cross-cultural interactions? ● How have various Afro-Eurasian states and empires affected and been affected by the economic strategies they chose to employ in the period from 1200 to 1450?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Reoccurring themes of change and continuity throughout world history lead to a better understanding of contemporary society. ● Trade, war, diplomacy, and international organizations exhibit patterns among societies and regions throughout history and in today's world. ● Advancements and changes in technology, the economy, demographics, and the environment have impacted the evolution of society. ● Systems of social structure and gender issues reveal major differences within and among societies. ● Cultural, intellectual, and religious developments among and within 	<ul style="list-style-type: none"> ● How did human innovation and technological advances affect the lives of the peoples of Afro-Eurasia in the period from 1200 to 1450? 	

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	<p>societies reveal significant differences.</p> <ul style="list-style-type: none">• Changes in functions and structures of states, in attitudes toward states, and in political identities have had a significant impact on our world today.	
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Curriculum Unit 1	Performance Expectations		Pacing	
			Days	Unit Days
Unit 1 The Global Tapestry (c.1200 to c. 1450)	6.2.8.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.	2	20
	6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.	2	
	6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.	2	
	6.2.8.EconNE.4.a	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.	1	
	6.2.8.HistoryCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.	2	
	6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).	2	
	6.2.8.HistoryCC.4.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).	2	
	6.2.8.HistoryCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders	1	
	6.2.8.HistoryCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.	2	
	6.2.12.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.	2	

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	Assessment, Re-teach and Extension	2	
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Unit 1	
Core Ideas	Performance Expectations
Historical contexts and events shaped and continue to shape people’s perspectives.	6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
Political and civil institutions impact all aspects of people’s lives	6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.
The production and consumption of goods and services influence economic growth, well-being and quality of life	6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire’s social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
Historical events may have single, multiple, direct and indirect causes and effects.	6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).

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Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.

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Unit 1	
Assessment Plan	
<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Independent reading <ol style="list-style-type: none"> a. Use teacher-created graphic organizers to analyze and/or categorize information drawn from various primary and secondary sources. b. Complete Cornell-style notes while reading various secondary sources. c. Generate essential questions from various secondary readings. 2. Independent writing <ol style="list-style-type: none"> a. Construct responses to Short Answer Questions (SAQ). b. Evaluate own, sample, and peer responses to Short Answer questions. c. Written responses to Warm Up/Do Now d. Written responses to Summarizer/Exit Slip 3. Complete Classwork/Homework Assignments 4. Demonstrate understanding through correct usage/application of various key terms including: centralization, bureaucracy, filial piety, patriarchy, caliphate, Dar al Islam, jizya, sultanate, empire, state 	<p>Other Evidence:</p> <p>Informal checks for understanding (i.e. oral responses to teacher questioning, use of various non-verbal cues)</p> <p>Teacher observations during:</p> <ul style="list-style-type: none"> • Class discussions • Think-Pair-Share activities • Teacher-Student conferences • Collaborative activities (group work) and in-class simulations
Resources	Activities
<ul style="list-style-type: none"> ● 2020 Bentley, Traditions and Encounters ● NJ Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Diversity, Equity & Inclusion Educational Resources. https://www.nj.gov/education/standards/dei/ 	<p>. Reading Like a Historian: (World) History Lessons from Stanford History Education Group (SHEG) • Mansa Musa • Inca Empire</p>

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Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

- 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1 & 9.2:

Philadelphia Mint

<https://www.usmint.gov/learn/educators/lessons-by-grade>

Different ways to teach Financial Literacy.

<https://www.nea.org/professional-excellence/student-engagement/tools-tips/resources-teaching-financial-literacy>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

CCSS.ELA Standards

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.

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.

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.

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.

Integration of Technology Standards NJSLS 8

8.1.12.IC.3. Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.