

Winslow Township School District
AP World history
Unit 3 Land Based Empires (c.1450 to c. 1750)

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Overview: In this unit, students will examine and compare the expansion and administration of land-based empires. Students also will explore the role belief systems played in the development of each empire and how varied belief systems affected relationships within and among empires.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 3 Land Based Empires (c.1450 to c. 1750)</p>	<p>Wida 1,5 6.2.12.HistoryCC.1.e 6.2.12.CivicsPR.2.b 6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.c</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how and why various land-based empires developed and expanded from 1450 to 1750. ● Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750. ● Explain continuity and change within the various belief systems during the period from 1450 to 1750. ● Compare the methods by which various empires increased their influence from 1450 to 1750. 	<ul style="list-style-type: none"> • How did land-based empires establish, expand, and maintain power? • How did land-based empires interact with one another and what were the consequences of that interaction? • What factors contributed to the decline and collapse of various land-based empires?
<p><i>Unit 3: Enduring Understandings</i></p>	<p>A variety of internal and external factors contributed to state formation, expansion, and decline; Governments maintain order through a variety of administrative institutions, policies, and procedures; Governments obtain, retain, and exercise power in different ways and for different purposes. The development of ideas, beliefs, and religions illustrates how groups in society view themselves; The interactions of societies and their beliefs often have political, social, and cultural implications</p>		

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Curriculum Unit 3	Performance Expectations		Pacing	
			Days	Unit Days
Unit 3 Land Based Empires (c.1450 to c. 1750)	6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.	4	20
	6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).	4	
	6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.	4	
	6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.	5	
	Assessment, Re-teach and Extension		3	

Winslow Township School District
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Unit 3	
Core Ideas	Performance Expectations
Historical contexts and events shaped and continue to shape people's perspectives.	6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights	6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
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.a: Determine the factors that led to the Reformation and the impact on European politics.
Chronological sequencing serves as a tool for analyzing past and present events.	6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

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Unit 3	
Assessment Plan	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Independent reading ● Use teacher-created graphic organizers to analyze and/or categorize information drawn from various primary and secondary sources. ● Complete Cornell-style notes while reading various secondary sources. ● Generate essential questions from various secondary readings. ● Independent writing ● Construct responses to Short Answer Questions (SAQ). ● Evaluate own, sample, and peer responses to Short Answer questions. ● Written responses to Warm Up/Do Now ● Written responses to Summarizer/Exit Slip ● Complete Classwork/Homework Assignments 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Debate ● Oral Report ● Role Playing ● Think Pair Share ● Projects ● Portfolio ● Presentations ● Prezi ● Gallery Walks
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>Have students complete multiple timeline activities</p> <p>Online textbook enrichment activities</p> <p>Reading Like a Historian: (World) History Lessons from Stanford History Education Group (SHEG) • Martin Luther</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 & 9.4:

Philadelphia Mint <https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

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

CCSSELA 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.