Winslow Township School District
AP World history
Unit 7 Global Conflict (c.1900 to present)

Unit 7 Global Conflict (c.1900 to present)

Overview: In this unit, students will explore the intellectual and ideological context within which various political revolutions swept the Atlantic world in the period from 1750 to 1900. Students also will examine and compare the course and outcomes of those revolutions. Finally, students will analyze the causes, development, and spread of the industrial revolution.

Overview	Performance Expectations	Unit Focus	Essential Questions
Unit 7 **Global Conflict (c.1900 to present)Revolutions c. 1750 to c. 1900**	Wida 1,5 6.2.12.HistoryCA.4.a 6.2.12.HistoryCA.4.b 6.2.12.HistoryCA.4.c 6.2.12.HistoryCC.4.a 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.c 6.2.12.HistoryCC.4.d 6.2.12.HistoryCC.4.e 6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.4.g 6.2.12.HistoryCC.4.h 6.2.12.HistoryUP.4.a 6.2.12.HistoryUP.4.b 6.2.12.HistoryUP.4.c 6.2.12.GeoSP.4.a 6.2.12.GeoSP.4.b 6.2.12.GeoGI.4.a 6.2.12.EconEM.4.a 6.2.12.CivicsPI.4.a 6.2.12.CivicsPI.4.b 6.2.12.CivicsHR.4.a	Students will be able to: ● Explain how internal and external factors contributed to change in various states after 1900. ● Explain the causes and consequences of World War I. ● Explain similarities and differences in how governments used a variety of methods to conduct war. ● Explain how different governments responded to the economic crisis after 1900. ● Explain the continuities and changes in territorial holdings from 1900 to the present. ● Explain the causes and consequences of World War II. ● Explain the various causes and consequences of mass atrocities in the period from 1900 to the present. ● Explain the relative significance of the causes of global conflict in the period 1900 to the present.	• What were the long-term and immediate causes of World Wars I and II and what was the relative significance of those causes? • What methods were used to mobilize civilian populations in support of "total war" and to what extent were those methods successful? • What were the similarities and differences between World Wars I and II in terms of technological innovation and tactics? • What were the similarities and differences between World Wars I and II in terms of impact? • What role did various marginalized groups such as women and colonized peoples play in the war effort

| *Unit 7: Enduring Understandings* | ● Human adaptation and innovation have resulted in increased efficiency, comfort, and security; Technological advances have shaped human development and interactions with both intended and unintended consequences.
● 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 environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.
● As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services. | and in society at this time?
• What were the short and long-term social, political, economic, environmental, and cultural consequences of World Wars I and II?
• What factors led to revolution in Russia?
• What was the global-political impact of revolution in Russia?
• What are the similarities and differences between Communism, as practiced in the Soviet Union, and fascism?
• Why did the Ottoman Empire target its Armenian population?
• How and why did national and international responses to the Holocaust differ from responses to the Armenian Genocide? |

Winslow Township School District
AP World history
Unit 7 Global Conflict (c.1900 to present)

Curriculum Unit 7	Performance Expectations		Pacing	
			Days	Unit Days
Unit 7 Global Conflict (c.1900 to present)	6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.	1	23
	6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.	1	
	6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.	1	
	6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.	1	
	6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.	1	
	6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.	1	

	6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.	1
	6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.	1
	6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.	1
	6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war."	1
	6.2.12.HistoryCC.4.h	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).	1
	6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.	1

6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.	1
6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.	1
6.2.12.GeoSP.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.	1
6.2.12.GeoSP.4.b	Determine how geography impacted military strategies and major turning points during World War II.	1
6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.	1
6.2.12.EconEM.4.a:	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.	1
6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.	1

	6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.	1	
	6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.	1	
		Assessment, Re-teach and Extension	2	

Unit 7	
Core Ideas	**Performance Expectations**
Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.	6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.	6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.	6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
There are multiple and complex causes and effects of historical events.	6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
There are multiple and complex causes and effects of historical events.	6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
There are multiple and complex causes and effects of historical events.	6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. •
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
Historical events and developments were shaped by the unique	6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western

circumstances of time and place as well as broader historical contexts.	world.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war."
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
To better understand the historical perspective, one must consider historical context.	6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
Complex interacting factors influence people's perspective	6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
Complex interacting factors influence people's perspective	6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
Geographic data can be used to analyze spatial patterns.	6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
Geographic data can be used to analyze spatial patterns.	6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

Unit 7
Assessment Plan

<table>
<tr>
<td>

Performance Tasks:
- 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.
- 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

</td>
<td>

Alternative Assessments:
- Debate
- Oral Report
- Role Playing
- Think Pair Share
- Projects
- Portfolio
- Presentations
- Prezi
- Gallery Walks

</td>
</tr>
<tr>
<td>

Resources

</td>
<td>

Activities

</td>
</tr>
<tr>
<td>

- 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/

</td>
<td>

Have students complete multiple timeline activities
Online textbook enrichment activities
Reading Like a Historian: (World) History Lessons from Stanford History Education Group (SHEG)
• Battle of the Somme
• Armistice
• Ataturk and Women's Rights in Turkey
• Women's War of 1929
• Invasion of Nanking
• Appeasement
• Nazi Propaganda

</td>
</tr>
</table>

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/

AP World history

Unit 7 Global Conflict (c.1900 to present)

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

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	Modifications for Gifted Students
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	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

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.