

Winslow Township School District
AP World history
Unit 9 Globalization (c.1900 to present)

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Overview: In this unit, students examine the extent to which the world has grown more interconnected over the course of the last century and a quarter. Students also will explore contemporary issues that transcend regional and national borders including technological innovation, demographic change, and concerns about both environmental and economic sustainability. At the same time, students will hone their essay-writing skills

Overview	Performance Expectations	Unit Focus	Essential Questions
Unit 9 Globalization (c.1900 to present)	Wida 1,5 6.2.12.CivicsPI.5.a 6.2.12.CivicsPI.6.a 6.2.12.CivicsHR.5.a 6.2.12.CivicsHR.6.a 6.2.12.CivicsHR.6.b 6.2.12.EconGE.5.a 6.2.12.EconGE.6.a 6.2.12.EconGE.6.c 6.2.12.HistoryCC.6.a 6.2.12.HistoryCC.5.b 6.2.12.HisotryCC.5.d 6.2.12.HistoryCC.5.g 6.2.12.GeoPP.5.a 6.2.12.GeoPP.6.a	Students will be able to: <ul style="list-style-type: none"> ● Explain how the development of new technologies changed the world from 1900 to the present. Explain how environmental factors affected human populations over time. ● Explain the causes and effects of environmental changes in the period from 1900 to the present. Explain the continuities and changes in the global economy from 1900 to the present. ● Explain how social categories, roles, and practices have been maintained and challenged over time. ● Explain how and why globalization changed culture over time. ● Explain the various responses to increasing 	<ul style="list-style-type: none"> • In what important way are nations of the Middle East vital to the interconnected world economy? • How has a more interconnected world affected human rights both positively and negatively in the 20th century? • To what extent have international organizations succeeded in solving global issues? • What tensions have arisen between national sovereignty and the desire to foster global economic development? • What tensions have arisen between

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		<p>globalization from 1900 to the present.</p> <ul style="list-style-type: none"> ● Explain how and why globalization changed international interactions among states. ● Explain the extent to which science and technology brought change in the period from 1900 to the present. 	<p>national sovereignty and the desire to maintain environmental sustainability?</p> <ul style="list-style-type: none"> ● What tensions have arisen between the desire to foster global economic development and the desire to
<p><i>Unit 9: Enduring Understandings</i></p>		<ul style="list-style-type: none"> ● 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. 	<p>achieve environmental maintain environmental sustainability?</p> <ul style="list-style-type: none"> ● What impact have tensions between national sovereignty, the desire to foster global economic development, and the desire to achieve and maintain environmental sustainability had on human rights? ● What challenges does the world continue to face in the 21st century?

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Curriculum Unit	Performance Expectations		Pacing	
			Days	Unit Days
Unit 9 Globalization (c.1900 to present)	6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.	1	20
	6.2.12.CivicsPI.6.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.	1	
	6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.	1	
	6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.	1	
	6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.	1	
	6.2.12.EconGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.	1	
	6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.	1	

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	6.2.12.EconGE.6.c	Relate the rise of the Internet and social media to global economy.	1	
	6.2.12.HistoryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals and societies.	1	
	6.2.12.HistoryCC.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.	1	
	6.2.12.HistoryCC.5.d	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.	1	
	6.2.12.HistoryCC.5.g	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.	2	
	6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).	2	
	6.2.12.GeoPP.6.a	Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.	2	
	Assessment, Re-teach and Extension		3	

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Unit 9	
Core Ideas	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.
Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.	6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
Human and civil rights support the worth and dignity of the individual.	6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

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<p>Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.</p>	<p>6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.</p>
<p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p>	<p>6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.</p>
<p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p>	<p>6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.</p>
<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical context</p>	<p>6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p>
<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical context</p>	<p>6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p>

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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.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

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Unit 9	
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>Units 7 – 9 Project: Students may choose between a Current Events Project or Timeline Project</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

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.