

Course Overview

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Course Overview

Aligned to Standards: College Board

Revision Date: 2024

In compliance with the NJ Student Learning Standards, climate change, career readiness, DEI (Diversity, Equity, & Inclusivity), as well as other standards have been integrated within the NBCRSD curricula (NJ Administrative Code Title 6A: chapter 8; Title 18A: chapter 35).

Course Overview

Sequence- Unit Titles, Summaries, and Number of weeks per unit (total = 18 semester/36 year)

Unit 1: Foundations of APWH: Modern & The Global Tapestry (1200 - 1450) - 5 weeks

While College Board's *AP World History: Modern* starts at c. 1200 CE, much of importance happened prior to that. For example, what allowed people to stop hunting and gathering and start settling in one place? Why and where did civilizations arise? What beliefs and philosophies did people embrace as they attempted to make sense of the world and their place in it? Most AP teachers agree that your understanding of world history is incomplete if you pick up with the world as it was around 1200. One doesn't turn on historical understanding like the flip of a switch. It takes time to understand the "lay of the land" (note the importance of geography), to "inspect" information and put the "pieces" together (note the importance of themes.) In addition, what sense do we make of history once we understand these themes. That is where historical reasoning comes into play. We will start with reviewing, exploring, and expanding our application of AP Regions, AP Themes and historical thinking and reasoning skills - comparison, causation, and continuity and change over time to enhance our understanding of the historical journey that lies ahead and to maximize our chances of success on May's AP exam! The second half of this unit dives into major world empires from c. 1200 - 1450 with the following regions featured: East Asia, Dar al-Islam, South and Southeast Asia, the Americas, Africa, and Europe.

Unit 2: Networks of Exchange (1200 - 1450) - 3 weeks

Unit 2, covering the same time span (1200 - 1450) as Unit 1, focuses on the Networks of Exchange, specifically the Silk Road, the Indian Ocean Trade Network aka the Monsoon Marketplace or "sea roads," and the Trans-Saharan Network aka "sand roads." The Mongols will also be featured and debated regarding their place as either heroes or villains in history. Students will be expected to write an LEQ on periodization one trade by the end of the unit.

Unit 3: Empires (1450-1750) - 8 weeks

Unit 3 covers periodization 2 of modern world history which is 1450 - 1750 and corresponds to Units 3 and 4 in the College Board's *AP World History: Modern* CED. Land-Based Empires, also known as Gunpowder Empires, will be featured. These include the Ottoman, Safavid, and Mughal Empires. Russia is also covered. (These Empires are listed in the CED as Unit 3.) Maritime Expansion is also a major area of focus. The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense

of the indigenous culture, population, and environment. The overseas empires of Portugal, Spain, France, Britain, and the Netherlands will be featured and the Columbian Exchange, Great Dying, and Atlantic Slave trade will be examined. (The Maritime Empires are listed in the CED as Unit 4.) Students will determine whether this age was more of a late agrarian era or an early modern one and will analyze how ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact. Students will be expected to write their second LEQ in this unit.

Unit 4: Revolutions (1750 - 1900) - 5 weeks

Unit 4 encompasses periodization 3 of world history, 1750 - 1900, and focuses on the causes and effects of the Age of Revolutions - American, French, Latin American and Industrial. As the world enters into Modernity, societies around the globe deal with social and political upheaval. Recognizing revolutions can come in many forms, students will explore how the Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population shifts, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact. (This unit corresponds to unit 5 in the College Board's *AP World History: Modern* CED.)

Unit 5: Consequences of Industrialization (1750 - 1900) - 6 weeks

Unit 5, like unit 4, encompasses periodization 3 of world history, 1750 - 1900, and examines the impact industrialization had on the world as it led to the Age of New Imperialism - an age which continues to impact the modern world. Like Great Britain, other Western European industrialized nations built overseas empires in the late 1800s. The Industrial Revolution had transformed the West. Advances in science and technology, industry, transportation, and communication provided Western nations with many advantages. Armed with new economic and political power, Western nations set out to dominate the world and a competitive race for resources and markets led to the exploitation of indigenous peoples and their cultures in addition to global conflicts in the 20th century. The wealth that imperialist nations gained helped establish them as first world nations today while those who fell prey continue to struggle with modernization due to their poverty and political instability. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. The DBQ essay will be introduced and a DBQ essay will be written by the end of this unit. (Unit 5 corresponds with Unit 6 of the *AP World History: Modern* CED.)

Unit 6: Global Conflict (1900 - the present) - 4 weeks

Unit 6 ushers in periodization 4 of modern world history, 1900 - modern day, and examines global conflict - specifically the causes of World War I, conducting WW I, the Interwar Era (the rise of totalitarianism), and WW II - its causes, how it was fought, and how it ended. It will also focus on mass atrocities after 1900. This unit introduces the M.A.I.N. (militarism, alliances, imperialism, and nationalism) acronym to identify the causes of WW I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors resulting in WW II being the unfinished business of WW I. It should be noted that the way WW II ended contributed to a new type of war, The Cold War, which will be addressed in the next unit. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. (Unit 6 corresponds with Unit 7 in the *AP World History: Modern* CED.)

CED.)

Unit 7: Cold War & Decolonization (1900 - present) - 2 weeks

Unit 7, covering periodization 4 of modern world history, 1900 - modern day, will focus on the post WW II world, Decolonization and The Cold War, basically the second half of the 20th century . The Cold War was being fought for much of the 20th century, post WW II, as the USSR and U.S. emerged from WW II as superpowers with conflicting ideologies who only joined forces in WW II because “the enemy of my enemy is my friend.” Once the war was over, they turned against each other in a new nuclear age. Tensions would be high and the rivalry could be felt around the world. It ended with the fall of the Soviet Union in 1991. Meanwhile, economic, technological, military power, and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups. This was clearly seen during the Age of New Imperialism. This unit helps answer the question, when and how did these colonies from the Age of New Imperialism become independent nations? Decolonization, the emergence of new independent nations, along with competing ideologies, changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights, even genocide. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources. (Unit 7 corresponds with Unit 8 in the *AP World History: Modern* CED.)

Unit 8: Globalization (1900 to the present) - 2 weeks

Unit 8 Globalization, features world history from periodization 4, 1900 - modern day. Students explore how technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders. (This unit corresponds to Unit 9 in the *AP World History: Modern* CED.)

[Reporting Student Progress](#) (link to NB’s Assessment System)

**All courses follow a balanced assessment system with Practice and Assessments.
Each category includes formative, summative and alternative assessments.**

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans.