



Manhattan Center for Science and Math High School

Social Studies Department Curriculum

Content/Discipline AP World History

<http://mcsportal.net>

Semester 1 1450 – 1750

Topic and Essential Question How should we examine cultural areas or states? How did changes during this period occur from the effect of nomadic migration or urban growth? How was there a world economic network during this period?

Unit/Topics
The Islamic world, the Crusades, the schism in Mediterranean Christianity
Topic 1: The Islamic World, the Crusades, and schism in Christianity
Topic 2: Silk Road trade networks, Chinese model and urbanization
Topic 3: Comparison of Japanese and European feudalism
Topic 4: Mongols across Eurasia and urban destruction in SW Asia, the spread of the Black Death
Topic 5: Comparison of Bantu and Polynesian migrations, Great Zimbabwe and Mayan empires and urbanization; Aztec and Incan empires and urbanization
Topic 6: Zheng He, the Treasure ships, Indian Ocean trade networks, and the Shwili coast.

SWBAT/Objectives
Comparison: Japanese v. European feudalism, European monarchies v African empires, roles of major cities, Aztec v Incan empires
SWBAT examine, discuss, analyze changes and continuities over time on regional/global bases in relation to specific areas of context
SWBAT determine points of view/analyze biases of primary/secondary source documents and

Vocabulary/Key Terms
Ottoman conquest of Constantinople, Columbian Exchange, joint-stock companies, janissaries, Gunpowder Empires, trans-Saharan trade, peninsulares/creoles/mestizos/mulattoes, encomienda/repartimento, serfdom, Tokugawa, Triangular Trade, Middle Passage, cash crops, hacienda, mita, Renaissance, humanism, Reformation, Scientific Revolution, Enlightenment

Assessments: Free Response Questions – DBQs, CCOT, Comparative questions

Common Core Standards: RH.9-10.1, RH 9-10.2, RH 9-10.3, RH 9-10.4, RH 9-10.5, RH 9-10.6, RH 9-10.7, RH 9-10.7, RH 9-10.8, RH 9-10.9, RH 9-10.10

Differentiated Instruction: Use of images, primary/secondary source documents

ELLs: Use organizer that reinforce spoken or written words. Employ gestures for

added emphasis

Read Aloud

Adjust your speech:

**Speak slowly;
enunciate; use longer
natural pauses; repeat
words or phrases;
include shorter
sentences, fewer
pronouns, and simpler
syntax**

Partner Work

**Stress high-frequency
vocabulary words.**

**Use fewer idioms and
clarify the meaning of
words or phrases in
context.**

Dictionaries available

Thesaurus available

**Small group work
(Heterogeneous
groupings)**

**Video and audio
assistance (readings)**

**SWDs: Mnemonic
strategies**

Spatial Organizers

Classroom Learning

**Strategies (e.g., study
skills instruction, note-
taking strategies)**

**Computer-Assisted
Instruction**

High-Achievers:

**Accelerate Pacing –
allow more time for
student investigations**

and in-depth work
Eliminate-repetition
Flexible timelines –
allow for greater
independence enabling
students to go beyond
or deeper into their
work

Resources/Books

Traditions and Encounters, World that Trade Created,

Homework: Per Teacher

Semester 1

1450 – 1750

Topic and Essential Question How did Europe become predominant in the world economy during this period?

Unit/Topics

Topic 1: “Southernization” in western Europe and the Scientific Revolution and Renaissance; Change – Reformation and Counter-Reformation
Topic 2: Encounters and Exchange: Reconquista, Portuguese in Morocco, West Africa, Spanish in the Americas
Topic 3: Encounters and Exchanges: Portuguese in Indian Ocean trade networks, Manila galleons, and the Ming silver trade.
Topic 4: Labor systems in the Atlantic world – Africanization of the Americas (slave trade, plantation economies, resistance to slavery); Labor systems in the Russian empire and resistance to serfdom
Topic 5: Expansion of Global Economy and Absolutism: Ottoman, Safavid, Mughal, Bourbon, Tokugawa, and Romanov.
Topic 6: Effects of Slave Trade on demography of West Africa, resistance to the Atlantic slave trade, and expansion of Islam in sub-Saharan Africa
Imperial systems in Europe v Asia; coercive labor systems, empire building in Asia, Africa, and Europe; interactions with the West (Russia v others)

SWBAT/Objectives

Comparison: Atlantic revolutions (American, French, Latin American. Rise of Nationalism, analysis of the Industrial Revolution, the causes and effects of Imperialism on Africa, Asia, Latin America

Vocabulary/Key Terms	Ancien Regime, Declaration of Independence, Declaration of the Rights of Man, Reign of Terror, Congress of Vienna, Blood and Iron, Industrial Revolution, Meiji Restoration, Opium War, Spheres of Influence
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ELLs: Use visuals/graphic organizer that reinforce spoken or written words. Employ gestures for added emphasis
Read Aloud
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Partner Work

SWDs: Mnemonic strategies
Spatial Organizers
Classroom Learning Strategies (e.g., study skills instruction, note-

taking strategies)
**Computer-Assisted
Instruction**

High-Achievers:
Accelerate Pacing –
allow more time for
student investigations
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Flexible timelines –
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Semester 2**1914-Present**

Topic and Essential Question Focus: How do ideological struggles provide an explanation for many of the 20th century conflicts? To what extent have the rights of individuals and states replaced the rights of the community? How have conflict and change influenced migration patterns internally and internationally? How have international organizations influenced change?

Unit/Topics**Topic 1. World War I, Total War, and reactions to the Treaty of Versailles and 14 Points****Topic 2 rise of Consumerism, Internationalization of Culture****Topic 3 Depression and Authoritarian responses****Topic 4: World War II and forced migrations****Topic 5: United Nations and Decolonization****Topic 6: Cold War, Bipolarity, and the End of the Cold War'****Topic 7: Conflict and Cooperation in the post-Cold War world****SWBAT/Objectives**

Comparisons: decolonization in Africa v India, role of women in revolutionary movements, effects of the world wars on regions outside of Europe and North America, nationalist movements, impact of western consumer society and culture on others, peacekeeping efforts in Africa, Asia, eastern Europe, and Latin America

Vocabulary/Key Terms**Assessments: DBQ/CCOT/Comparative essays****Common Core Standards: RH.9-10.1, RH 9-10.2, RH 9-10.3, RH 9-10.4, RH 9-10.5, RH 9-10.6, RH 9-10.7, RH 9-10.7, RH 9-10.8, RH 9-10.9, RH 9-10.10****Differentiated Instruction:**

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Partner Work

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Computer-Assisted Instruction

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Eliminate-repetition

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