



## History Department

## WORLD HISTORY

Developed By: **Nicole David and Chris Rosati**

**Effective Date:** Fall 2021/2

### Scope and Sequence

| Month     | Unit Number | Unit Name   |
|-----------|-------------|---|
| September | 1           | Introduction and Skills                           |
| October   | 2           | Emergence of the First Global Age                 |
| November  | 2 & 3       | Emergence of the First Global Age & Age of Reason |
| December  | 3           | Age of Reason                                     |
| January   | 4           | Age of Revolution                                 |
| February  | 4           | Age of Revolution                                 |
| March     | 5           | Imperialism                                       |
| April     | 5           | Imperialism                                       |
| May       | 6           | The World at War                                  |
| June      | 7           | The Twentieth Century Since 1945                  |

## Unit 1

### Introduction and Skills

#### Summary and Rationale

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world. All of this is made possible by having a firm and effective procedure to follow when conducting research. This is the heart of the goal of Unit 1.

Set the context of the pre-modern world on the eve of the Renaissance. The focus is on the traditional societies and empires and their religions that were in communication through trade, the Crusades, etc. This communication spread ideas, and the Plague, helping to end the medieval period.

#### Recommended Pacing

\_\_\_ days, weeks, etc.

#### Standards

NJSLS

|                      |   |
|----------------------|---|
| 6.2.12.GeoSV.1.a:    | Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.   |
| 6.2.12.GeoPP.1.a:    | Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.  |
| 6.2.8.CivicsPI.4.a:  | Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.  |
| 6.2.8.HistoryUP.3.c: | Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. |
| 6.2.8.GeoHE.4.a:     | Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.   |
| 6.2.8.HistoryCC.4.f: | Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of  |

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|  | people.   |
| 6.2.8.HistoryCC.4.d:                           | Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.               |
| 6.2.8.HistoryCC.4.c:                           | Assess the demographic, economic, and religious impact of the plague on Europe  |
| CCSS-ELA - Literacy in History/Social Sciences |   |
| 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.  |
| CCSS-ELA - Writing                             |   |
| CCSS.ELA-LITERACY .W.9-10.1.A                  | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| CCSS.ELA-LITERACY .W.9-10.1.B                  | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.     |

|                                  |  |
|----------------------------------|--|
| CCSS.ELA-LITERACY<br>.W.9-10.1.C | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| CCSS.ELA-LITERACY<br>.W.9-10.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| CCSS.ELA-LITERACY<br>.W.9-10.1.E | Provide a concluding statement or section that follows from and supports the argument presented.   |

**Social Justice Standards (As Applicable)**

|            |   |
|------------|---|
| ID.9-12.4  | I express pride and confidence in my identity without perceiving or treating anyone else as inferior.                                   |
| DI.9-12.8  | I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way |
| JU.9-12.12 | I can recognize, describe and distinguish unfairness and injustice at different levels of society.                                      |
| JU.9-12.11 | I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them        |

**Instructional Focus**

**Theme (If Applicable) → The Emergence of Globalization through World religions**

| <b>Enduring Understandings:</b>  | <b>Inquiry Question(s):</b>   |
|--|---|
| <ul style="list-style-type: none"> <li>• There are multiple and complex causes and effects of historical events</li> <li>• Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</li> <li>• Historical sources and evidence provide an understanding of different points of view about historical events</li> <li>• Determining the validity of sources is critical to analyzing historic events.</li> <li>• Historical claims and arguments are based on multiple sources.</li> <li>• Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> </ul> | <ul style="list-style-type: none"> <li>• To what extent have religions and philosophies that developed in ancient times impacted the lives of their followers and still shape the lives of their followers today?</li> <li>• Were the crusades caused by religious devotion or a desire for political and economic gain?</li> <li>• How is the Black Death an example of “movement”?</li> </ul> |

**Objectives (SLO)**

Students will know:

- Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Mughal, with Spanish and Ottoman) maintained control and expanded their economies by examining the role of government, regulation of trade, and farming practices.
- Conduct short research to identify the factors leading to the rise and fall of the Ming, Qing, Mughal, with Spanish and Ottoman empires.
- Use quantitative and qualitative analysis to demonstrate an understanding of the changes in political boundaries as a result of the rise and fall of empires (e.g., Mongols, Ottoman), impact of treaties (e.g., Treaty of Paris), and impact of Europeans in West Africa.
- Draw evidence from informational text to compare and contrast the influence of economic policies in China (e.g., Ming rulers) with Japan (e.g., isolationism) and their relationship with European colonization in the Americas (e.g., Joint Stock Companies).
- Use technical analysis (e.g., diagrams, maps, charts) to trace the movement of essential commodities from the East Indies to Europe (e.g., spices, linens, precious gems) and West Indies to Europe (e.g., sugar, rice, tobacco).

Students will be able to:

- Assess the significance of particular individuals and historical processes.
- Analyze historical documents for reliability.
- Gather and Evaluate Sources
- Develop Claims and Use Evidence

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Crusades/Plague Test

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- [Lunchroom Fight](#)
- [Evaluating Sources](#)
- [Reading Like a Historian](#)

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- Overhead Projectors

## Modifications

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
  - Individualized instruction

- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

## Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 2

### Emergence of the First Global Age

### Summary and Rationale

Ideas developed during the Age of Exploration, the Renaissance, Reformation and Absolutism led to political, economic, and cultural changes which had a lasting impact on Europe. The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, poor treatment of native peoples, and conflict among nations.

## Recommended Pacing

20 days, weeks, etc.

## Standards

NJSLS

|                      |  |
|----------------------|--|
| 6.2.12.GeoSV.1.a     | Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century   |
| 6.2.12.GeoGE.1.b     | Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade has on the New World's economy and society.   |
| 6.2.12.GeoGE.1.c     | Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization  |
| 6.2.12.GeoGE.1.d     | Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.  |
| 6.2.12.HistoryCC.1.a | Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest. |
| 6.2.12.HistoryCC.1.b | Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans  |
| 6.2.12.EconGE.2.a    | Relate the development of more modern banking and financial systems to European economic influence in the world.   |
| 6.2.12.HistoryCC.2.a | Determine the factors that led to the Reformation and the impact on European politics.   |
| 6.2.12.HistoryCC.2.b | Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).   |
| 6.2.12.HistoryCC.2.c | Assess the impact of the printing press and other technologies developed on the dissemination of ideas.  |
| 6.2.12.HistoryUP.2.a | Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.   |
| 6.2.12.CivicsPI.3.a  | Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.   |
| 6.2.12.CivicsDP.3.a  | Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.   |



| CCSS-ELA - Literacy in History/Social Sciences |  |
|--|--|
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| CCSS.ELA-LITERACY .W.9-10.1.D                  | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| CCSS.ELA-LITERACY                              | Provide a concluding statement or section that follows from and supports the argument  |

|  |   |
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| .W.9-10.1.E  | presented.  |
| Social Justice Standards (As Applicable)   |   |
| ID.9-12.2  | I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups   |
| ID.9-12.3  | I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.  |
| ID.9-12.5  | I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.   |
| JU.9-12.11   | I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.   |
| <b>Instructional Focus</b>   |   |
| <b>Theme (If Applicable) → Technological and cultural advances in Europe, influenced by the Muslim and Asian worlds, led to increased globalization which bright with it both positive and negative consequences.</b>  |   |
| <b>Enduring Understandings:</b>  | <b>Inquiry Question(s):</b>   |
| <ul style="list-style-type: none"> <li>● Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels.</li> <li>● Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</li> <li>● Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</li> <li>● Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</li> <li>● 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.</li> <li>● Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protect citizens' rights.</li> <li>● Human rights serve as a foundation for democratic beliefs and practices</li> <li>● Political and economic decisions throughout time have influenced cultural and environmental characteristics</li> </ul> | <ul style="list-style-type: none"> <li>● To what extent did a global economy emerge from the Age of Exploration?</li> <li>● To what extent is the Renaissance considered a period of great change?</li> <li>● How can the Renaissance be seen as the beginnings of the “modern world” and how is this reflected in modern society?</li> <li>● Did the Reformation unite or divide people?</li> <li>● How did man’s view of man change Christianity in the 16th century?</li> <li>● To what extent does a ruler with absolute power hurt or help their country?</li> </ul> |
| <b>Objectives (SLO)</b>  |   |

Students will know:

- How Renaissance strove to revive classical culture but created new things in the process.
- Renaissance artists, architects, and thinkers and their accomplishments
- What did it mean to be a "Renaissance man" ?
- About the important role of the Medici in Renaissance Florence, which would then influence other parts of Italy
- Several famous explorers and their achievements
- Regions around the world that were subject to exploration by European nations
- How the Protestant Reformation affected Christianity and led to a significant divide between Catholics and Protestants
- Key figures associated with the Protestant Reformation
- How King Henry VIII manipulated religious and secular law to serve his own ends
- The components of an Absolute government

Students will be able to:

- Assess the significance of particular individuals and historical processes.
- Analyze historical documents for reliability.
- Gather and Evaluate Sources
- Develop Claims and Use Evidence
- Identify several artists and thinkers associated with the Renaissance.
- Recall famous Renaissance works of art and architecture.
- Remember regions of the world and which European nations explored them
- Recall several European explorers of the 15th through 17th centuries
- Assess the impact of world exploration during the 15th through 17th centuries
- Define the Protestant Reformation
- Explain reasons why certain religious leaders sought to break away from the Church in Rome during the 15th through 17th centuries
- Identify significant religious leaders who played a role in this era
- Evaluate the impact of the Protestant Reformation
- Apply writing techniques ranging from thesis writing, outlining, resourcing

**Assessment**

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Tests/Quizzes

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

[Quarterly 1](#)

**Suggested Documents, Resources, & Technology Tools**

Documents (Please provide embedded links to documents):

[Columbian Exchange Answer Sheet](#)

[Columbian Exchange DBQ](#)

Renaissance Packets

[Renaissance Intro](#) or [Ren Intro and Part 1](#)

[Renaissance Packets 2 and 3](#)

[Renaissance Packets 4 and 5](#)

[Renaissance Big Idea Chart](#)

## Absolutism Packets

[Absolutism Introductory Reading](#)

[Absolutism Packet 1](#)

[Absolutism Packet 2](#)

[Absolutism Packet 3](#)

[Absolutism Packet 4](#)

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- Overhead Projectors

## Modifications

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe

- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

### Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 3

### Age of Reason

#### Summary and Rationale

**Age of Reason: Scientific, Enlightenment**

Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.

**Recommended Pacing**

14 days

**Standards**

NJSLS

|                       |   |
|-----------------------|---|
| 6.2.12.HistoryUP.2.a  | Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.  |
| 6.2.12.CivicsPI.3.a:  | Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.  |
| 6.2.12.CivicsPD.3.a:  | Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).     |
| 6.2.12.CivicsDP.3.a:  | Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.  |
| 6.2.12.CivicsDP.3.b:  | Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.                           |
| 6.2.12.HistoryCC.3.a: | Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.   |
| 6.2.12.GeoGI.3.a:     | Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.   |
| 6.2.12.EconGI.3.a:    | Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.                                     |
| 6.2.12.EconGI.3.b:    | Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. |
| 6.2.12.EconGI.3.c:    | Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.   |

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| • 6.2.12.EconET.3.a:                           | Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world. |
| 6.2.12.EconET.3.b:                             | Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.                    |
| 6.2.12.HistoryCC.3.b:                          | Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.                                  |
|  |  |
|  |  |
| CCSS-ELA - Literacy in History/Social Sciences |  |
| 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.   |
| CCSS-ELA - Writing                             |  |
| CCSS.ELA-LITERACY .W.9-10.1.A                  | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims,   |

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|  | reasons, and evidence.   |
| CCSS.ELA-LITERACY<br>.W.9-10.1.B   | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.                  |
| CCSS.ELA-LITERACY<br>.W.9-10.1.C   | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| CCSS.ELA-LITERACY<br>.W.9-10.1.D   | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| CCSS.ELA-LITERACY<br>.W.9-10.1.E   | Provide a concluding statement or section that follows from and supports the argument presented.   |
| Social Justice Standards (As Applicable)   |  |
| ID.9-12.3  | I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.   |
| ID.9-12.5  | I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.  |
| DI.9-12.6  | I interact comfortably and respectfully with all people, whether they are similar to or different from me.   |
| DI.9-12.8  | I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.   |
| JU.9-12.11   | I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.  |
| AC.9-12.16   | I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.  |
| <b>Instructional Focus</b>   |  |
| <b>Theme (If Applicable) → Age of Reason: Using a key pillar of the Renaissance, reliance on one's own abilities, incredible scientific advancements were made using a new way of thinking, known as the Scientific Method. Philosophers began to use it to question social problems and problems related to governments and people's role in society. Thus began the movement toward ideas of equality and individual rights.</b> |  |
| <b>Enduring Understandings:</b>  | <b>Inquiry Question(s):</b>  |
| <ul style="list-style-type: none"> <li>Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly</li> </ul>  | <ul style="list-style-type: none"> <li>To what extent did the Enlightenment change people's understanding of government?</li> <li>How did the Scientific Revolution influence society and thought?</li> </ul>              |



expressed in fundamental documents, values, laws, and practices

- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- 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.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.
- Human and civil rights support the worth and dignity of the individual.
- Human rights serve as a foundation for democratic beliefs and practices
- An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential
- Political and economic decisions throughout time have influenced cultural and environmental characteristics
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Chronological sequencing serves as a tool for analyzing past and present events.
- There are multiple and complex causes and effects of historical events
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- Historical sources and evidence provide an understanding of different points of view about historical events
- Determining the validity of sources is critical to analyzing historic events.

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| <ul style="list-style-type: none"> <li>● Historical claims and arguments are based on multiple sources.</li> <li>● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> </ul> |  |
|---|--|

**Objectives (SLO)**

|   |   |
|---|---|
| <p>Students will know:</p> <ul style="list-style-type: none"> <li>● Different stages Europe's industrial development during the 18th and 19th centuries from new inventions to organized industrialization of industries and subsequent urbanization</li> <li>● The positive and negative effects of industrial development on people and the environment</li> <li>● How socialism and communism developed along with and resulting from the Industrial Revolution and how these economic theories relate to the industrialization of Europe and the rest of the world</li> <li>● How economic, political, and social discontent and oppression can provide fertile ground for reform and revolution.</li> <li>● That leadership during revolutions for democracy and liberty can easily devolve into dictatorship and tyranny.</li> <li>● The ideas and outcomes of revolutions can have both national and international impact</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Assess the significance of particular individuals and historical processes.</li> <li>● Analyze historical documents for reliability.</li> <li>● Gather and Evaluate Sources</li> <li>● Develop Claims and Use Evidence</li> <li>● Examine the role of invention in industry.</li> <li>● Apply geographical content in relation to the areas studied.</li> <li>● Apply writing techniques ranging from thesis writing, outlining, and usage of five paragraph essays.</li> <li>● Identify the new technologies that shifted the world from the Agricultural Revolution to the Industrial Revolution.</li> <li>● Compare and contrast socialism, communism, and capitalism in light of industrialization</li> <li>● Analyze effects of the Industrial Revolution on Europe</li> <li>● Evaluate the 18th and 19th century Industrial Revolution's impact on the world</li> </ul> |
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**Assessment**

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| <ul style="list-style-type: none"> <li>- Exit Tickets</li> <li>- Objective Assessments</li> <li>- Written Responses</li> <li>- Round Table Discussions</li> <li>- Student Presentations</li> <li>- Scientific Breakthrough Project</li> <li>- Tests/Quizzes</li> </ul> <p>If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.<br/> <a href="#">Quarterly 2</a></p> |
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**Suggested Documents, Resources, & Technology Tools**

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| <p>Documents (Please provide embedded links to documents):</p> <p><a href="#">Introduction to the Enlightenment Packet</a></p> |
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[Enlightenment Thinkers DBQ](#)  
[Enlightenment Thinkers DBQ - The Readings](#)

[Scientific Revolution Readings](#)  
[Scientific Revolution Questions](#)  
[Scientific Breakthrough Project](#)

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- Overhead Projectors

## Modifications

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe

- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text

Modified Readings and Primary Source documents

## Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 4

### Revolutions

## Summary and Rationale

Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. The French and Russian grew from discontent with current governments. The important question concerning both revolutions is, did the revolutions in France and Russia help create better lives for the people.

### Recommended Pacing

30 days, weeks, etc.

### Standards

#### NJSLS

|                       |   |
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| 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).                                      |
| 6.2.12.HistoryUP.2.a: | Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.  |
| 6.2.12.CivicsPD.3.a:  | Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism). |
| 6.2.12.EconET.3.b:    | Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.   |
| 6.2.12.CivicsDP.3.b:  | Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.                       |

#### CCSS-ELA - Literacy in History/Social Sciences

|                              |  |
|------------------------------|--|
| 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.                                    |

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| CCSS.ELA-LITERACY<br>.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<br>.RH.9-10.5          | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.   |
| CCSS.ELA-LITERACY<br>.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<br>.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<br>.RH.9-10.8          | Assess the extent to which the reasoning and evidence in a text support the author's claims.   |
| CCSS.ELA-LITERACY<br>.RH.9-10.9          | Compare and contrast treatments of the same topic in several primary and secondary sources.  |
| CCSS.ELA-LITERACY<br>.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.   |
| CCSS-ELA - Writing                       |  |
| CCSS.ELA-LITERACY<br>.W.9-10.1.A         | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.              |
| CCSS.ELA-LITERACY<br>.W.9-10.1.B         | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.                  |
| CCSS.ELA-LITERACY<br>.W.9-10.1.C         | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| CCSS.ELA-LITERACY<br>.W.9-10.1.D         | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| CCSS.ELA-LITERACY<br>.W.9-10.1.E         | Provide a concluding statement or section that follows from and supports the argument presented.   |
| Social Justice Standards (As Applicable) |  |
| ID.9-12.3                                | I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.   |
| ID.9-12.5                                | I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.  |
| DI.9-12.6                                | I interact comfortably and respectfully with all people, whether they are similar to or  |

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|            | different from me.   |
| DI.9-12.8  | I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way. |
| JU.9-12.11 | I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.        |
| AC.9-12.16 | I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.      |

### Instructional Focus

**Theme (If Applicable) → Revolution: Technological and cultural advancements highlight the inequalities of older systems of government, giving rise to discontent among the governed eventually leading to revolution and change.**

| Enduring Understandings:  | Inquiry Question(s):   |
|---|--|
| <ul style="list-style-type: none"> <li>● Chronological sequencing serves as a tool for analyzing past and present events.</li> <li>● There are multiple and complex causes and effects of historical events</li> <li>● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</li> <li>● Historical sources and evidence provide an understanding of different points of view about historical events</li> <li>● Determining the validity of sources is critical to analyzing historic events.</li> <li>● Historical claims and arguments are based on multiple sources.</li> <li>● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> <li>● Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels.</li> <li>● Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</li> <li>● Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</li> <li>● Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</li> </ul> | <ul style="list-style-type: none"> <li>● Was the Industrial Revolution inevitable?</li> <li>● What caused nationalism to grow in Europe in the 1800s?</li> <li>● To what extent did the changes caused by the French Revolution help or hurt France?</li> <li>● To what extent did the changes caused by the Russian Revolutions help or hurt Russia?</li> </ul> |

- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.
- Human and physical systems are in constant interaction and have a reciprocal influence on one another.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics
- Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.
- Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman)
- Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

### Objectives (SLO)

Students will know:

- The role of the Renaissance, Scientific Revolution and Enlightenment in the Revolutions of the 1800s.
- The importance of ideas in initiating change
- Which Enlightened ideas influenced french citizens to rebel.
- The role of science and technology in the Industrial Revolution
- How the capitalism and entrepreneurs enabled the Industrial Revolution to succeed
- What is the proper role of government, if any, in the economy of a nation
- How unbridled capitalism can lead to abuse

Students will be able to:

- Assess the significance of particular individuals and historical processes.
- Analyze historical documents for reliability.
- Gather and Evaluate Sources
- Develop Claims and Use Evidence
- Apply geographical content in relation to the areas studied.
- Apply writing techniques ranging from thesis writing, outlining, and usage of five paragraph essays.
- Identify key Enlightened ideas used by revolutionaries in fighting for change in their respective countries.
- List the main issues that caused french citizens to rebel
- Discuss the Factory System



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| <ul style="list-style-type: none"> <li>• How the refusal of old fashioned leaders in Russia to change helped give rise to the Russian Revolutions</li> </ul> | <ul style="list-style-type: none"> <li>• What is an Entrepreneur and in what way were they taking risks</li> <li>• Why the entrepreneur was so vital to the modernization of society</li> <li>• The causes of the Russian Revolutions</li> <li>• Discuss whether the final outcome of the Russian Revolutions better than life before the Revolutions</li> </ul> |
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**Assessment**

|  |
|--|
| <ul style="list-style-type: none"> <li>- Exit Tickets</li> <li>- Objective Assessments</li> <li>- Written Responses</li> <li>- Round Table Discussions</li> <li>- Student Presentations</li> <li>- Modern Child Labor Project</li> <li>- Tests/Quizzes</li> </ul> <p>If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.<br/> <a href="#">Quarterly 3</a></p> |
|--|

**Suggested Documents, Resources, & Technology Tools**

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|--|
| <p>Documents (Please provide embedded links to documents):</p> <p><a href="#">Results of the Industrial Revolution DBQ</a><br/> <a href="#">Modern Child Labor Roundtable</a></p> <p><a href="#">French Revolution Video/Questions</a></p> <p>Resources (ie - DBQ Project or specific textbooks or databases):</p> <p>Technology Tools:</p> <ul style="list-style-type: none"> <li>- Chromebooks</li> <li>- Overhead Projectors</li> </ul> |
|--|

**Modifications**

|   |
|---|
| <p>Special Education -</p> <ul style="list-style-type: none"> <li>• Focus on building relationships in the classroom.</li> <li>• Control the stressors for the student and manage alternate pathways for completion of assignments.</li> <li>• Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.</li> <li>• Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.</li> </ul> <p>ELL -</p> |
|---|

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

#### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

#### 504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

| Unit 1  |   |
|---|---|
| <b>Imperialism</b>  |   |
| Summary and Rationale   |   |
| 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. |   |
| Recommended Pacing  |   |
| 20 days   |   |
| Standards   |   |
| NJSLs   |   |
| 6.2.12.GeoGI.3.a:   | Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism  |
| 6.2.12.EconGI.3.b:  | Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. |

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| 6.2.12.EconGI.3.c:                             | Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.      |
| 6.2.12.EconET.3.a:                             | Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world. |
| 6.2.12.HistoryUP.3.a:                          | Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.                                    |
| 6.2.12.HistoryCC.3.c:                          | Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.                          |
| CCSS-ELA - Literacy in History/Social Sciences |  |
| 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.                               |
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| 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.   |
| CCSS-ELA - Writing                             |  |
| CCSS.ELA-LITERACY .W.9-10.1.A                  | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims,   |

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|   | reasons, and evidence.   |
| CCSS.ELA-LITERACY<br>.W.9-10.1.B  | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.                  |
| CCSS.ELA-LITERACY<br>.W.9-10.1.C  | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| CCSS.ELA-LITERACY<br>.W.9-10.1.D  | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| CCSS.ELA-LITERACY<br>.W.9-10.1.E  | Provide a concluding statement or section that follows from and supports the argument presented.   |
| Social Justice Standards (As Applicable)  |  |
| ID.9-12.3   | I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.   |
| ID.9-12.5   | I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.  |
| DI.9-12.6   | I interact comfortably and respectfully with all people, whether they are similar to or different from me.   |
| DI.9-12.8   | I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.   |
| JU.9-12.11  | I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.  |
| AC.9-12.16  | I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.  |
| <b>Instructional Focus</b>  |  |
| <b>Theme (If Applicable) → Imperialism</b>  |  |
| <b>Enduring Understandings:</b>   | <b>Inquiry Question(s):</b>  |
| <ul style="list-style-type: none"> <li>• Chronological sequencing serves as a tool for analyzing past and present events.</li> <li>• There are multiple and complex causes and effects of historical events</li> <li>• Understanding the interrelated patterns of change by examining multiple events allows for a clearer</li> </ul> | <ul style="list-style-type: none"> <li>• Was imperialism justified?</li> <li>• Did the consequences outweigh the benefits of imperialism?</li> </ul>   |

understanding of the significance of individuals and groups.

- Historical sources and evidence provide an understanding of different points of view about historical events
- Determining the validity of sources is critical to analyzing historic events.
- Historical claims and arguments are based on multiple sources.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights
- Human and civil rights support the worth and dignity of the individual.
- An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.
- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics
- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Changes in the environmental and cultural characteristics of a place or region influence spatial patterns.
- Resources impact what is produced and employment opportunities.
- Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.

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| <ul style="list-style-type: none"> <li>● Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.</li> <li>● The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.</li> <li>● Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.</li> <li>● Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> <li>● Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</li> </ul> |  |
|--|--|

**Objectives (SLO)**

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Students will know:</li> <li>● The causes and effects of European imperialism during the 19th century.</li> <li>● The reasons countries look to build and maintain empires</li> <li>● How technological advances as a result of the Industrial Revolution enabled European nations to overpower less developed areas in Africa and Asia</li> <li>● Comparing and contrasting European imperialism in Africa, China, India, Japan, Middle East from how the European nations gained dominance to how each area responded</li> </ul> | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Assess the significance of particular individuals and historical processes.</li> <li>● Analyze historical documents for reliability.</li> <li>● Gather and Evaluate Sources</li> <li>● Develop Claims and Use Evidence</li> <li>● Determine the reasons why European nations wanted to gain colonial empires during the 19th century</li> <li>● Analyze how European nations were able to build an empires during the 19th century</li> <li>● Discuss connections between the Industrial Revolution and the Age of Imperialism</li> <li>● Examine and analyze the impact of Europe on varying regions in the world and how it often led to war</li> <li>● Explain how the Japanese response to Western imperialism differed from many other regions and how it enabled it to emerge as a world power</li> </ul> |
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**Assessment**

|   |
|---|
| <ul style="list-style-type: none"> <li>- Exit Tickets</li> <li>- Objective Assessments</li> <li>- Written Responses</li> <li>- Round Table Discussions</li> <li>- Student Presentations</li> <li>- Tests/Quizzes</li> </ul> |
|---|

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

## Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

Imperial Guided Notes with Primary Sources

[Physical Map Assignment](#)

[Imperialism DBQ](#)

[Imperialism DBQ Questions](#)

["The Sun Never Sets on the British Empires Oppression](#)

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- Overhead Projectors

## Modifications

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE "Take a stab at it." Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources



- internships, mentorships and independent study where applicable

504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

### Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 6

### The World at War

#### Summary and Rationale

One of the Five Themes of Geography is “movement”, and ideas spread as well as goods and people. The very ideas that gave rise to European power now spread to the imperialized peoples. Twentieth century world wars, among other things, were instrumental in ending imperialism and destroying the empires. These wars challenged economic and political power structures and gave rise to a new balance of power in the world. A different world emerges: the British and French empires are severely weakened to the point that they must grant independence to their former realms, and many empires crumble and fall. The current issues in the Middle East can be directly traced to the consequences of WWI. The end of WWII gave rise to independence movements throughout the world and were able to be (generally) successful

#### Recommended Pacing

5 weeks

#### Standards

NJSLS

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|----------------------|---|
| 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.    |
| 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. |
| 6.2.12.CivicsPI.4.b: | Assess government responses to incidents of ethnic cleansing and genocide.  |
| 6.2.12.GeoSP.4.a:    | Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.  |
| 6.2.12.GeoSP.4.b:    | Determine how geography impacted military strategies and major turning points during World War II   |
| 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.   |
| 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.  |

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| 6.2.12.HistoryCC.4.a:                          | Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.  |
| 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.  |
| 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. |
| 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.   |
| 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.”              |
| 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   |
| 6.2.12.HistoryUP.4.b:                          | Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.   |
| 6.2.12.HistoryCA.4.c:                          | Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.   |
| 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.”              |
| CCSS-ELA - Literacy in History/Social Sciences |   |
| 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.  |

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| CCSS.ELA-LITERACY<br>.RH.9-10.8                                   | Assess the extent to which the reasoning and evidence in a text support the author's claims.   |
| CCSS.ELA-LITERACY<br>.RH.9-10.9                                   | Compare and contrast treatments of the same topic in several primary and secondary sources.  |
| CCSS.ELA-LITERACY<br>.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.   |
| CCSS-ELA - Writing  |  |
| CCSS.ELA-LITERACY<br>.W.9-10.1.A                                  | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.              |
| CCSS.ELA-LITERACY<br>.W.9-10.1.B                                  | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.                  |
| CCSS.ELA-LITERACY<br>.W.9-10.1.C                                  | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| CCSS.ELA-LITERACY<br>.W.9-10.1.D                                  | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| CCSS.ELA-LITERACY<br>.W.9-10.1.E                                  | Provide a concluding statement or section that follows from and supports the argument presented.   |
| Social Justice Standards (As Applicable) <a href="#">SEE HERE</a> |  |
| ID.9-12.3   | I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.   |
| ID.9-12.5   | I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.  |
| DI.9-12.6   | I interact comfortably and respectfully with all people, whether they are similar to or different from me.   |
| DI.9-12.8   | I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.   |
| JU.9-12.11  | I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.  |
| AC.9-12.16  | I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.  |
| Instructional Focus   |  |

| <b>Theme (If Applicable) → Conflict</b>   |  |
|---|--|
| <b>Enduring Understandings:</b>   | <b>Inquiry Question(s):</b>  |
| <ul style="list-style-type: none"> <li>● Chronological sequencing serves as a tool for analyzing past and present events.</li> <li>● There are multiple and complex causes and effects of historical events</li> <li>● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</li> <li>● Historical sources and evidence provide an understanding of different points of view about historical events</li> <li>● Determining the validity of sources is critical to analyzing historic events.</li> <li>● Historical claims and arguments are based on multiple sources.</li> <li>● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> <li>● Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels.</li> <li>● Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</li> <li>● Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.</li> <li>● Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</li> <li>● Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.</li> <li>● 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.</li> <li>● Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.</li> <li>● Human and civil rights support the worth and dignity of the individual.</li> </ul> | <ul style="list-style-type: none"> <li>● The Treaty of Versailles was intended to help Europe put itself back together again after the Great War, did it create peace? Explain.</li> <li>● How did dictators in post-WWI Europe affect the nations they led socially, politically and economically?</li> <li>● What were the positive and negative effects of WWII? Did the positives outweigh the negatives? Why? Why not?</li> </ul> |

- Human rights serve as a foundation for democratic beliefs and practices.
- Governments around the world support universal human rights to varying degrees.
- Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.
- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- 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.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protect citizens' rights.
- Human and civil rights support the worth and dignity of the individual.
- Governments around the world support universal human rights to varying degrees.
- Geographic representations display cultural and environmental spatial patterns.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Governments affect both public and private markets through regulation, taxation, budget allocations,

subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.

- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

### Objectives (SLO)

Students will know:

- The long and short term causes of the Great War.
- New military inventions that impacted fighting in World War I as well as future wars
- The nature of warfare during World War I specifically on the all-important Western Front
- How the map of Europe changed after World War I and the rationale behind these changes.
- Wilson's Fourteen Points including his vision for a League of Nations
- The Treaty of Versailles', how decisions were made, and what the decisions were
- The creation of new nations as a result of the Treaty of Versailles
- The implications of the Treaty of Versailles and foreshadowing the future of Europe
- The impact of World War I and the world wide economic depression of the 1930s on global unrest leading into World War II.
- Characteristics of fascism and its variant Nazism
- The rise of fascism and Nazism and how they responded to the plights of the nations in which they arose.
- Hitler's path from childhood through his attaining absolute power over 1930s Germany
- How inadequacies of the League of Nations caused it not to be able to stand up to the aggression and expansionism of the European dictators
- Fiscal mismanagement by a government can lead to extreme political change.
- Propaganda plays a role in the decision-making of a country's populace.
- The major theaters of battle during World War II
- How geography impacted war.
- The main alliances of World War II and why those nations were allies
- How World War II began and a chronology of major events
- Leaders who played major roles during the war

Students will be able to:

- Assess the significance of particular individuals and historical processes.
- Analyze historical documents for reliability.
- Gather and Evaluate Sources
- Develop Claims and Use Evidence
- analyze the causes of World War I.
- examine and analyze the Treaty of Versailles and its lasting impact on Europe.
- interpret Wilson's 14 Points.
- analyze political cartoons depicting WWI.
- describe the conditions of Europe and other parts of the world during the world wide depression of the 1930s
- define fascism, Nazism, and totalitarianism
- analyze the rise of dictators in 1930s Europe
- explain certain aspects of the Treaty of Versailles that caused resentment that led to another world war.
- investigate the primary economic causes leading to the global economic Great Depression.
- summarize major events leading to the beginning of World War II
- recall several World War II battles and events and their significance to the war
- remember the different theaters in which World War II was fought
- examine the impact of the different world leaders on their countries and the global community from 1930-1945.
- analyze the effectiveness of war tactics used during World War II
- compare and contrast the different leaders of the Axis Powers and their political, social, economic, and cultural policies
- assess the impact that fascist dictators had on their respective nations and the world around them
- define the elements found in fascist governments.
- explain aspects of the Rape of Nanking and the Holocaust in terms of actions taken by the

- Key battles and events that altered and determined the course of World War II
- How World War II came to an end in the different theaters
- War atrocities and genocide committed during World War II and measures taken against the perpetrators
- The role of atomic weaponry and its global impact at the end of the war, ultimately ushering in the Cold War.

- perpetrators, who were the victims and how they were affected.
- analyze the decision to drop the bomb, and whether it was the "right" decision.
  - ascertain a geographical understanding of the theaters of war.
  - discuss and debate the merits and drawbacks of the use of nuclear weapons in warfare.
  - apply geographical content in relation to the areas studied.
  - apply writing techniques ranging from thesis writing, sourcing, and outlining.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Test/Quizzes

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

World War I

- [Causes of WWI](#)
- [WWI Warfare](#)
- [Treaty of Versailles](#)
- [WWI Webquest](#)

World War II

- [Causes of WWII](#)
- [WWII Warfare](#)
- [The Holocaust](#)
- [Holocaust Museum Virtual Field Trip](#)

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- Overhead Projectors

### Modifications

Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.



- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

#### ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
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#### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

#### 504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

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- Use of scribe
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- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson
  - Differentiated Instruction/Readings
  - Speech to Text
  - Modified Readings and Primary Source documents

## Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## Unit 7

The Twentieth Century Since 1945 (1945-Today)

### Summary and Rationale

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.

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. 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.

### Recommended Pacing

15 days

### Standards

NJSLS ([SEE HERE](#))

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| 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.   |
| 6.2.12.HistoryCC.5.a:                          | Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.   |
| 6.2.12.GeoGI.5.a:                              | Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.   |
| 6.2.12.EconET.5.a:                             | Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.   |
| 6.2.12.EconGE.5.a:                             | Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.  |
| 6.2.12.HistoryCC.5.a:                          | Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia   |
| 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.   |
| 6.2.12.HistoryCC.5.f:                          | Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries   |
| 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. |
| 6.2.12.HistoryCC.5.h:                          | Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.  |
| 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.  |
| CCSS-ELA - Literacy in History/Social Sciences |  |
| 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.   |

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| CCSS.ELA-LITERACY<br>.RH.9-10.5                                   | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.   |
| CCSS.ELA-LITERACY<br>.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<br>.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<br>.RH.9-10.8                                   | Assess the extent to which the reasoning and evidence in a text support the author's claims.   |
| CCSS.ELA-LITERACY<br>.RH.9-10.9                                   | Compare and contrast treatments of the same topic in several primary and secondary sources.  |
| CCSS.ELA-LITERACY<br>.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.   |
| CCSS-ELA - Writing  |  |
| CCSS.ELA-LITERACY<br>.W.9-10.1.A                                  | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.              |
| CCSS.ELA-LITERACY<br>.W.9-10.1.B                                  | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.                  |
| CCSS.ELA-LITERACY<br>.W.9-10.1.C                                  | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| CCSS.ELA-LITERACY<br>.W.9-10.1.D                                  | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| CCSS.ELA-LITERACY<br>.W.9-10.1.E                                  | Provide a concluding statement or section that follows from and supports the argument presented.   |
| Social Justice Standards (As Applicable) <a href="#">SEE HERE</a> |  |
| ID.9-12.3   | I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.   |
| ID.9-12.5   | I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.  |
| DI.9-12.6   | I interact comfortably and respectfully with all people, whether they are similar to or different from me.   |
| DI.9-12.8   | I respectfully express curiosity about the history and lived experiences of others and   |

|            |   |
|------------|---|
|            | exchange ideas and beliefs in an open-minded way.   |
| JU.9-12.11 | I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.   |
| AC.9-12.16 | I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias. |

### Instructional Focus

**Theme (If Applicable) → How the Post World War II world looked vastly different from the prior to it. The end of empires, the rise of new nations and new international competition in the Cold War impacted life for the rest of the 20th century and influenced life into the 21st century.**

| Enduring Understandings:   | Inquiry Question(s):  |
|--|---|
| <ul style="list-style-type: none"> <li>● Political and economic decisions throughout time have influenced cultural and environmental characteristics</li> <li>● Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> <li>● Chronological sequencing serves as a tool for analyzing past and present events.</li> <li>● There are multiple and complex causes and effects of historical events</li> <li>● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</li> <li>● Historical sources and evidence provide an understanding of different points of view about historical events</li> <li>● Determining the validity of sources is critical to analyzing historic events.</li> <li>● Historical claims and arguments are based on multiple sources.</li> <li>● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> <li>● Chronological sequencing serves as a tool for analyzing past and present events.</li> <li>● There are multiple and complex causes and effects of historical events</li> <li>● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</li> </ul> | <p>What caused the Cold War?<br/>How has globalization impacted cultures through sharing and trading?</p> |

- Historical sources and evidence provide an understanding of different points of view about historical events
- Determining the validity of sources is critical to analyzing historic events.
- Historical claims and arguments are based on multiple sources.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
- Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels.
- Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.
- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- 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.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.
- Human and civil rights support the worth and dignity of the individual.
- Human rights serve as a foundation for democratic beliefs and practices.
- Governments around the world support universal human rights to varying degrees.
- Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- Political and economic decisions throughout time have influenced cultural and environmental characteristics.

- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.
- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- 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.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protect citizens' rights.
- Human and civil rights support the worth and dignity of the individual.
- Governments around the world support universal human rights to varying degrees.
- Geographic representations display cultural and environmental spatial patterns.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

**Objectives (SLO)**

Students will know:

- How the end of WWII created a new competition
- Differences between the Soviet and Democratic styles of government
- How the Cold War affected nations around the world
- How were both conflicts in Korea and Vietnam related to Cold War competition
- How the world boundaries changed after WWII
- What happened to the British empire after the end of WWII
- How Africa and the Middle East were affected by the loss of Colonialism
- How competition between the Soviet Union and the United States led to incredible scientific and technological advancements

Students will be able to:

- Assess the significance of particular individuals and historical processes.
- Analyze historical documents for reliability.
- Gather and Evaluate Sources
- Develop Claims and Use Evidence
- List the nations part of NATO and Warsaw Pacts
- Explain how Britain lost India as a colony
- What were the significant events of the Korean and Vietnam Wars
- How was Europe affected by Post WWII agreements
- Identify what was the Marshall Plan
- Use a map to highlight the Warsaw Pact Nations in one color and the NATO nations in another color
- As an investigative reporter, explain life in East Germany in an article for the “World History Times”

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- Globalization Project

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

[Globalization Project](#)  
[Cold War: Sources of Discord](#)  
[Strategy of Containment](#)  
[The Western Alliance](#)  
[Indian Independence](#)

Resources (ie - DBQ Project or specific textbooks or databases):

Technology Tools:

- Chromebooks
- Overhead Projectors

### Modifications



### Special Education -

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### ELL -

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE “Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

### 504 -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format
  - Individualized instruction
  - Use High Interest materials
  - Modeling
  - Provide Immediate Feedback
  - Relate learning to real life situations when possible
  - Use proximity changes about the room to keep students focused
  - Offer a printed copy or copy of teacher notes
  - Allow for spelling and grammar errors
  - Offer individual help throughout the lesson

- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

## Active Citizenship in the 21st Century (By the end of Grade 12)

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economics impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>