

C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning traditional empires, global exchanges, human rights, and conflict are linked to important issues and themes in world history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and sources in regarding the consequences of trade and global exchanges, and the standards by which traditional societies should be judged. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order regarding justice in traditional societies, • Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to the expansion of empires and cultural changes and technological advances due to global trade. • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Harkness Tables ○ Creation of interactive digital maps and graphical presentations.
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.9-12.	<ul style="list-style-type: none"> • Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	<ul style="list-style-type: none"> • Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and

	supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> • Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.9-12.	<ul style="list-style-type: none"> • Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> • Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.4.9-12.	<ul style="list-style-type: none"> • Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> • Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	<ul style="list-style-type: none"> • Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> • Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.9-12.	<ul style="list-style-type: none"> • Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> • Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.11.9-12.	<ul style="list-style-type: none"> • Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> • Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	<ul style="list-style-type: none"> • Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> • Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	<ul style="list-style-type: none"> • Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.2.9-12.	<ul style="list-style-type: none"> • Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
D2.Eco.3.9-12.	<ul style="list-style-type: none"> • Analyze the ways in which incentives influence what is produced and distributed in a market system.
D2.Eco.4.9-12.	<ul style="list-style-type: none"> • Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
D2.Eco.5.9-12.	<ul style="list-style-type: none"> • Describe the consequences of competition in specific markets.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> • Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.7.9-12.	<ul style="list-style-type: none"> • Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> • Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	<ul style="list-style-type: none"> • Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Eco.10.9-12.	<ul style="list-style-type: none"> • Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
D2.Eco.11.9-12.	<ul style="list-style-type: none"> • Use economic indicators to analyze the current and future state of the economy.
D2.Eco.12.9-12.	<ul style="list-style-type: none"> • Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
D2.Eco.13.9-12.	<ul style="list-style-type: none"> • Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Eco.14.9-12.	<ul style="list-style-type: none"> • Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> • Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in

	different nations.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.3.9-12.	<ul style="list-style-type: none"> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.4.9-12.	<ul style="list-style-type: none"> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.6.9-12.	<ul style="list-style-type: none"> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	<ul style="list-style-type: none"> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	<ul style="list-style-type: none"> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	<ul style="list-style-type: none"> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> Explain how the perspectives of people in the present shape interpretations of the past.
	<ul style="list-style-type: none"> D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.9-12.	<ul style="list-style-type: none"> Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D2.His.17.9-12.	<ul style="list-style-type: none"> • Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> • Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> • Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> • Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> • Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> • Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> • Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> • Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> • Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	<ul style="list-style-type: none"> • Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	<ul style="list-style-type: none"> • Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	<ul style="list-style-type: none"> • Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Common Core Standards Alignment		
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology – chromebooks, digital documents and maps, digital data mapping (ex. Mapline),		

Google Suite	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Leave blank, this curriculum is currently under revision, as is ours. 	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> • The centuries at the end of the first millennium and at the beginning of the second millennium CE were characterized by exchanges of trade, ideas, and technologies between traditional kingdoms and empires. • This early era of global connections helped lay the groundwork for the transformation of Europe during the Renaissance and the stimulated European exploration and conquest. • Traditional empires expanded to the limits imposed by geography and cultural and religious cohesion. 	
Essential Questions	
<ul style="list-style-type: none"> • Why do nations and empires rise and fall? • What is the best response or policy when two cultures collide and have conflicts? • What are human rights, and how can they best be protected? • What is the best form of government? • What is the appropriate role for the government in the economy? 	
Themes	
<ul style="list-style-type: none"> • Identity • Work, exchange, and technology • Peopling • Politics and power • Environment and geography — physical and human • Ideas, beliefs, and culture 	
Suggested Inquiries:	
<ul style="list-style-type: none"> • Why did the empires of the Ottomans, Mughals, Ming and Qing, and Ghana, Mali, and Songhai expand to their greatest extents, and what factors limited their expansion? • Which of these kingdoms were more effective and prosperous, those who encouraged global trade or those that discouraged it? • Were the empires of the Ottomans, Mughals, Ming, Inca, and Aztecs, and Ghana, Mali, and Songhai just? Did they respect human rights? By what standards should each empire be judged? • Was the establishment of shogunates and an eventual policy of isolation the best way to protect Japan and its culture? • Did, and if so to what extent, the Ottoman, Mughal, Ming, Inca, Aztec, and Japanese shogunates contribute to the conditions underlying modern conflicts? 	
Evidence of Learning (Assessments – parenthetical notes reference competencies)	
<ul style="list-style-type: none"> • Debates (Communication – Expression of Self; Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving) • Argumentative and informative essays (Communication – Expression of Self, Awareness of Audience and Stakeholders, Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving) • Presentations and persuasive campaigns advocating informed answers to inquiries (Communication – Expression of Self, Variety of Modes of Delivery, Knowledge of Cross-Disciplinary Communication, all of Research; all of Problem Solving) 	
Objectives	
Students will know or learn:	
<ul style="list-style-type: none"> • During the early centuries of the second millennium CE, empires major empires rose in throughout the world, each of which expanded to the limits imposed by geography and human organization. • Global empires and polities fostered or discouraged global trade and exchanges, with consequences for the history of each region. • Traditional empires united disparate peoples and religions, establishing the conditions for either conflict or 	

cooperation and justice.

Students will be able to:

- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Apply appropriate social science disciplines to the conduct of inquiries.
- Identify, evaluate, and utilize appropriate social science resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format.
- Articulate an informed statement regarding the factors that facilitated the rise and fall of empires.
- Apply relevant historical evidence, both written and statistical, to historical debates regarding the essential question concerning the human rights, justice, and the origins of cultural and religious conflicts.
- Evaluate the success and failure of trade and exchange or isolation in Asia and Africa during this period.

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Use of argumentative and informative essays
- Formal research projects
- Short writing assignments analyzing primary sources for sourcing, bias, validity, perspective, context, claims, and corroboration.

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- Primary source documents
- To be added as teachers and students pilot the curriculum



Nutley Public Schools

Social Studies World History Honors

Unit #: Two	
Unit Title: The Birth of the “Modern”	
Summary and Rationale	
<p>An important theme in modern world history that establishes the context for contemporary issues concerning globalization is the transformation of Europe from a medieval culture to perhaps the world’s first “modern” society. This was accompanied by a rapid expansion of Europe into the world that foreshadowed several centuries of European imperialism and colonization. Many of the institutions that define the current world order have their origins in the ideas that emerged in Europe during this period, and the story of much of subsequent world history is how other cultures reacted to the European incursion into their realms.</p> <p>Students will investigate the transformation of Europe during the Renaissance and Reformation, the emergence of powerful centralized nation-states capable of sponsoring voyages of exploration, and the immediate consequences of European contact with other cultures. Students will come to understand that while geography and population pressures contributed to European exploration and expansion, the most important source of European power was the unique synthesis of new ideas that fueled revolutions in science, technology, the arts, economics, and political organization.</p>	
Recommended Pacing	
Four to Five Weeks	
Standards	
2014 NJ Student Learning Standards for Social Studies	
<u>CPI</u>	<u>CPI Description</u>
6.2.12.A.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.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.B.2.a	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the 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.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.D.1.d	Explain how the new social stratification created by voluntary and coerced interactions among

	Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
6.2.12.D.1.e	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
6.2.12.D.1.f	Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
6.2.12.D.2.a	Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
6.2.12.D.2.c	Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
6.2.12.D.2.d	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.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
C3 Framework Inquiry Arc	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning the ideas and cultural transformations of the Renaissance and Reformation are linked to important issues and themes in world history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and sources in regarding the consequences of the Renaissance, Reformation, and the contact of three worlds, and the standards by which traditional societies should be judged. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order regarding justice during the Renaissance and Reformation, and the contact of three worlds. • Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to the expansion of Europe and cultural changes and technological advances due to global trade. • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>

<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Harkness Tables ○ Creation of interactive digital maps and graphical presentations.
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C3 Framework Indicators (K-12 Pathways)

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D2.Civ.5.9-12.	• Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	• Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	• Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	• Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.9-12.	• Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	• Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.11.9-12.	• Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.9-12.	• Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	• Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	• Analyze how incentives influence choices that may result in policies with a range of costs

	and benefits for different groups.
D2.Eco.2.9-12.	<ul style="list-style-type: none"> Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
D2.Eco.3.9-12.	<ul style="list-style-type: none"> Analyze the ways in which incentives influence what is produced and distributed in a market system.
D2.Eco.4.9-12.	<ul style="list-style-type: none"> Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
D2.Eco.5.9-12.	<ul style="list-style-type: none"> Describe the consequences of competition in specific markets.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.7.9-12.	<ul style="list-style-type: none"> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	<ul style="list-style-type: none"> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Eco.10.9-12.	<ul style="list-style-type: none"> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
D2.Eco.11.9-12.	<ul style="list-style-type: none"> Use economic indicators to analyze the current and future state of the economy.
D2.Eco.12.9-12.	<ul style="list-style-type: none"> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
D2.Eco.13.9-12.	<ul style="list-style-type: none"> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Eco.14.9-12.	<ul style="list-style-type: none"> Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.3.9-12.	<ul style="list-style-type: none"> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.4.9-12.	<ul style="list-style-type: none"> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.6.9-12.	<ul style="list-style-type: none"> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	<ul style="list-style-type: none"> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	<ul style="list-style-type: none"> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	<ul style="list-style-type: none"> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12.	<ul style="list-style-type: none"> Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> Explain how the perspectives of people in the present shape interpretations of the past.
	<ul style="list-style-type: none"> D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.9-12.	<ul style="list-style-type: none"> Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	<ul style="list-style-type: none"> Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	<ul style="list-style-type: none"> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	<ul style="list-style-type: none"> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal

	reasoning.
D4.8.9-12.	<ul style="list-style-type: none"> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
Common Core Standards Alignment	
<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6
<i>Shared Language</i>	
	Questioning, Argument, Explanation, Point of View
	Analysis, Argument, Evidence, Questioning
	Argument, Sources, Evidence, Claims, Counterclaims, Gather
	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Other Interdisciplinary Connections – Common Core ELA Connections Listed Above	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJSLs can be added during the year.	
Integration of Technology – chromebooks, digital documents and maps, digital data mapping (ex. Mapline), Google Suite	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 	
Instructional Focus	
Enduring Understanding(s)	
<ul style="list-style-type: none"> The previous era of global connections helped lay the groundwork for the transformation of Europe during the Renaissance and the stimulated European exploration and conquest. The Renaissance was a period of great intellectual and cultural innovation and change in Europe, establishing the foundation for what was perhaps the world’s first “modern” society. The Renaissance was characterized by new ideas in science, politics, the arts, and economics, and transformed the 	
Essential Questions	
<ul style="list-style-type: none"> What does it mean to be “modern”? Does modernization necessarily mean westernization? Is globalization desirable? How can societies best respond to globalization? <ul style="list-style-type: none"> What is the best response when two cultures collide and have conflicts? Why do nations and empires rise and fall? What are human rights, and how can they best be protected? What is the best form of government? What is the appropriate role for the government in the economy? Is geography destiny? 	
Themes	
<ul style="list-style-type: none"> Identity 	

- Work, exchange, and technology
- Peopling
- Politics and power
- Environment and geography — physical and human
- Ideas, beliefs, and culture

Suggested Inquiries:

- Was the Renaissance a “rebirth” of ancient “Classical” learning, or was it the new birth of the modern world?
- To what extent was the Renaissance a result of globalization? Should the Renaissance be considered a watershed event in the history of globalization? *Note: this second question would focus on the Renaissance as both a result and cause of globalization. Did Renaissance learning and curiosity help facilitate European exploration and expansionism?*
- Weighing costs and benefits, was the Columbian Exchange overall a positive or negative process?
- Which *best* explains the rise of the powerful kingdoms that could finance voyages of exploration?
 - Intellectual curiosity resulting from the new scholarship of the Renaissance
 - The rise of a commercial class and new methods of banking and finance
 - The political fragmentation of Europe and competition between principalities and states
 - Geography, as the Renaissance and political power moved from Italy and the Mediterranean to kingdoms with Atlantic coastlines following the rise of the Ottomans.
 - The Reformation weakening the power of the Pope and the Church.
- Was Machiavelli correct in his advice to rulers? Given the historical circumstances, was this the best way to protect a state’s citizens? How should his work be judged?
- Was the Reformation justified? To what extent should individuals be allowed freedom of conscience and religion? Was the Counter-Reformation an appropriate response to the challenge of the Protestant movement?
- What was the most important consequence of the Reformation?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Debates (Communication – Expression of Self; Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Argumentative and informative essays (Communication – Expression of Self, Awareness of Audience and Stakeholders, Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Presentations and persuasive campaigns advocating informed answers to inquiries (Communication – Expression of Self, Variety of Modes of Delivery, Knowledge of Cross-Disciplinary Communication, all of Research; all of Problem Solving)

Objectives

Students will know or learn:

- Europe emerged from the medieval period into an era of artistic, scientific, and intellectual ferment and innovation known as the Renaissance.
- The Renaissance gave rise to new methods of thinking and perceiving the world.
- Commerce and banking and finance altered class structures, helped finance intellectual innovations, and supported the advent of powerful kingdoms and voyages of exploration.
- The Columbian Exchange resulted in the transfer of goods and ideas between Europe and the Americas, benefiting both regions, but at a devastating cost to Native American populations.
- The Protestant Reformation arose as a challenge to the practices of the Catholic Church, weakening papal authority and fostering religious disputes and conflicts regarding issues of clerical authority and individual conscience.

Students will be able to:

- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Apply appropriate social science disciplines to the conduct of inquiries.
- Identify, evaluate, and utilize appropriate social science resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format.
- Articulate an informed statement regarding the factors that facilitated the emergence of an increasingly globally connected modern world.

<ul style="list-style-type: none"> • Apply relevant historical evidence, both written and statistical, to historical debates regarding the essential question concerning the human rights, justice, and the origins of cultural and religious conflicts. • Evaluate the causes and consequences of the Renaissance, Reformation, and voyages of exploration and colonization.
Modifications
Modified documents (ex. <i>Read Like a Historian resources</i>), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
Integration
Technology Integration and Use of Data
<ul style="list-style-type: none"> • Use of appropriate online resources • Online collaboration during conduct of inquiries • Digital mapping and heat mapping relevant available historical data to identify patterns and issues. • Use of presentation technology
Writing Integration
<ul style="list-style-type: none"> • Use of argumentative and informative essays • Formal research projects • Short writing assignments analyzing primary sources for sourcing, bias, validity, perspective, context, claims, and corroboration.
Competencies
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: all • Problem Solving: all • Self and Global Awareness: Personal Management, Social Responsibility, Determination
Suggested Resources
<ul style="list-style-type: none"> • Primary source documents • ABC-CLIO • To be added as teachers and students pilot the curriculum



Nutley Public Schools

Social Studies World History Honors

Unit #: Three	
Unit Title: An Age of Reason and Revolutions	
Summary and Rationale	
<p>The expansion of Europe and the West was made possible by a unique combination of ideas that had their genesis in the Renaissance and Reformation and which culminated in an age of reason and revolutions. The Enlightenment celebrated the ability of humans to reason and experiment with solutions to problems. This emphasis on reason over tradition and belief challenged earlier cultural and political assumptions, leading to a series of revolutions that would transform nations and the Western world view. The scientific, industrial, and political revolutions would drastically alter societies first in the emerging West, and then throughout the world.</p> <p>Students will consider the concept of “revolution” as it applies to the enduring intellectual, social, political, and economic changes that emerged during this period. Content will include the Enlightenment and scientific revolution, the Industrial Revolution and the evolution of capitalism, and French Revolution and the political changes that followed in Europe and the Americas.</p>	
Recommended Pacing	
Four to Five Weeks	
Standards	
2014 NJ Social Studies Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.2.12.A.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.
6.2.12.A.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.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
6.2.12.D.2.d	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.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
6.2.12.A.3.c	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
6.2.12.A.3.d	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.B.3.b	Relate the role of geography to the spread of independence movements in Latin America.
6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.C.3.e	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.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

C3 Framework Inquiry Arc

<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning traditional empires, global exchanges, human rights, and conflict are linked to important issues and themes in world history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and sources in regarding the consequences of trade and global exchanges, and the standards by which revolutionary societies should be judged. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order regarding justice during the Age of Revolutions. • Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to the spread of revolutions and cultural changes and technological advances due to global trade. • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Harkness Tables ○ Creation of interactive digital maps and graphical

	presentations.
<i>C3 Framework Indicators (K-12 Pathways)</i>	
<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.9-12.	<ul style="list-style-type: none"> • Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> • Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	<ul style="list-style-type: none"> • Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> • Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> • Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.9-12.	<ul style="list-style-type: none"> • Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> • Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.4.9-12.	<ul style="list-style-type: none"> • Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> • Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	<ul style="list-style-type: none"> • Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> • Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> • Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.9-12.	<ul style="list-style-type: none"> • Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> • Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.11.9-12.	<ul style="list-style-type: none"> • Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> • Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	<ul style="list-style-type: none"> • Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> • Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	<ul style="list-style-type: none"> • Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.2.9-12.	<ul style="list-style-type: none"> • Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
D2.Eco.3.9-12.	<ul style="list-style-type: none"> • Analyze the ways in which incentives influence what is produced and distributed in a market system.
D2.Eco.4.9-12.	<ul style="list-style-type: none"> • Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
D2.Eco.5.9-12.	<ul style="list-style-type: none"> • Describe the consequences of competition in specific markets.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> • Generate possible explanations for a government role in markets when market

	inefficiencies exist.
D2.Eco.7.9-12.	<ul style="list-style-type: none"> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	<ul style="list-style-type: none"> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Eco.10.9-12.	<ul style="list-style-type: none"> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
D2.Eco.11.9-12.	<ul style="list-style-type: none"> Use economic indicators to analyze the current and future state of the economy.
D2.Eco.12.9-12.	<ul style="list-style-type: none"> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
D2.Eco.13.9-12.	<ul style="list-style-type: none"> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Eco.14.9-12.	<ul style="list-style-type: none"> Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.3.9-12.	<ul style="list-style-type: none"> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.4.9-12.	<ul style="list-style-type: none"> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.6.9-12.	<ul style="list-style-type: none"> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	<ul style="list-style-type: none"> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	<ul style="list-style-type: none"> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	<ul style="list-style-type: none"> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> Explain how the perspectives of people in the present shape interpretations of the past.

	<ul style="list-style-type: none"> • D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.9-12.	<ul style="list-style-type: none"> • Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> • Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> • Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> • Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> • Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> • . Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> • Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> • Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	<ul style="list-style-type: none"> • Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> • Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> • Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> • Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> • Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> • Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> • Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> • Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> • Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	<ul style="list-style-type: none"> • Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	<ul style="list-style-type: none"> • Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	<ul style="list-style-type: none"> • Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying	Anchor Reading Standards 1-10	Analysis, Argument,

Disciplinary Concepts	Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology – chromebooks, digital documents and maps, digital data mapping (ex. Mapline), Google Suite		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"> Political, social, economic, scientific, and industrial revolutions transformed the West and by diffusion large areas of the world. Political revolutions in the United States, Europe, and the Americas attempted with varying success to realize democratic ideals. 		
Essential Questions		
<ul style="list-style-type: none"> What are human rights, and how can they best be protected? What does it mean to be “modern”? Does modernization necessarily mean westernization? Is globalization desirable? How can societies best respond to globalization? <ul style="list-style-type: none"> What is the best response when two cultures collide and have conflicts? Why do nations and empires rise and fall? What is the best form of government? What is the appropriate role for the government in the economy? Is geography destiny? 		
Themes		
<ul style="list-style-type: none"> Identity Work, exchange, and technology Peopling Politics and power Environment and geography — physical and human Ideas, beliefs, and culture 		
Suggested Inquiries:		
<ul style="list-style-type: none"> Were the changes that swept the Western world during this period truly “revolutionary”? How can we best assess the success or failure of the political revolutions of the era (American, French, Latin American) to enhance and protect human rights? Should the Industrial Revolution, by altering the relationships between humans and labor, time, and their environment, be considered the most important of the revolutions? Why did the American Revolution succeed when other revolutions failed? 		

- Was the Terror during the French Revolution justified?

Evidence of Learning (Assessments – parenthetical notes reference competencies)

- Debates (Communication – Expression of Self; Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Argumentative and informative essays (Communication – Expression of Self, Awareness of Audience and Stakeholders, Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Presentations and persuasive campaigns advocating informed answers to inquiries (Communication – Expression of Self, Variety of Modes of Delivery, Knowledge of Cross-Disciplinary Communication, all of Research; all of Problem Solving)

Objectives

Students will know or learn:

- The causes, goals, and events of political revolutions in Europe and the Americas
- The impact of the scientific and industrial revolutions daily life.
- The emergence of reason and the concept of rights as important underlying ideals in the modern world.

Students will be able to:

- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Apply appropriate social science disciplines to the conduct of inquiries.
- Identify, evaluate, and utilize appropriate social science resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format.
- Articulate an informed statement regarding the impact of the various revolutions studied during the unit.
- Apply relevant historical evidence, both written and statistical, to historical debates regarding the essential question concerning the human rights, justice, and the consequences of revolutions.

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Use of argumentative and informative essays
- Formal research projects
- Short writing assignments analyzing primary sources for sourcing, bias, validity, perspective, context, claims, and corroboration.

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- Primary source documents
- To be added as teachers and students pilot the curriculum



Nutley Public Schools

Social Studies World History

Unit IV:

Unit Title: Imperialism and Conflict: Non-Western Responses to Imperialism and Colonization

Summary and Rationale

The transformation of Europe and the West by scientific, economic, and political revolutions led to an era of expansion and imperial conquest by several of the major European powers. Driven by economic and geopolitical incentives, the European powers engaged in a competition for empire and soon dominated much of the globe. This expansion often was at the expense of traditional societies and empires in Asia and Africa, who were forced to confront powerful new threats to their power, territorial integrity, and existence. Many of these societies adopted reform movements with varied results, and questions of imperialism and response comprise the common theme for the unit. These efforts, and the Western challenge that stimulated them, laid the groundwork for eventual movements for national liberation and revolution that would shape the modern world. The issues these societies confronted also hinted at the growing forces that would eventually lead to issues of globalization.

This unit is important for providing students with important concepts regarding imperialism, change and transformation, cultural diffusion, and international order and institutions. It also helps establish a historical context for contemporary questions regarding modernization, Westernization, and the globalization of markets, institutions, and culture. Students will be exposed to multiple perspectives regarding these issues and practice inquiry skills comparing and critiquing

Recommended Pacing

6-7 Weeks

Standards

2014 NJ Social Studies Core Curriculum Content Standards

<u>CPI</u>	<u>CPI Description</u>
6.2.12.A.3.e	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.C.3.e	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.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.12.D.3.c	Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the

	20th century.
6.2.12.D.3.d	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.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
C3 Framework Inquiry Arc	
<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning the causes of imperialism, resistance, political organization, and modernization are linked to important issues and themes in world history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and participants in historical events regarding the causes and consequences of imperialism, the efficacy of non-Western responses, and the relationship between modernization and Westernization. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order during the nineteenth and early twentieth centuries. • Explain the role of traditional governments and institutions in protecting national sovereignty and providing for economic development, and why advancements and investment in technology, capital goods, and human capital can increase economic growth and the standard of living. • Apply geospatial tools and analysis to issues of political and economic crises and change, and to the diffusion of peoples, goods, and ideas (ex. economic disparities and relationships between imperial powers and their colonies, the diffusion of Western ideas to colonies and other areas of the globe). • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Harkness Tables ○ Creation of interactive digital maps and graphical presentations.

<i>C3 Indicator</i>	<i>C3 Indicator Description</i>
D1.1.9-12.	<ul style="list-style-type: none"> Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	<ul style="list-style-type: none"> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	<ul style="list-style-type: none"> Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	<ul style="list-style-type: none"> Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	<ul style="list-style-type: none"> Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	<ul style="list-style-type: none"> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
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D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
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D4.5.9-12.	<ul style="list-style-type: none"> Critique the use of the reasoning, sequencing, and supporting details of explanations.
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	<ul style="list-style-type: none">

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Disciplinary Concepts	Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology – chromebooks, digital documents and maps, digital data mapping (ex. Mapline), Google Suite		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 		
Instructional Focus		
Enduring Understanding(s)		
When confronted with the threat of imperialism, non-Western kingdoms and cultures adopted a variety of responses that would ultimately transform their societies.		
Essential Questions		
<ul style="list-style-type: none"> Why do empires rise and fall? What is the most efficient and sustainable form of political organization? What role should the government play in the economy? What does it mean to be “modern”? Is globalization inevitable? Desirable? Does globalization necessarily imply westernization? 		
Themes		
<ul style="list-style-type: none"> Work, Exchange, and Technology Politics and Power Ideas, Beliefs, and Culture 		
Suggested Inquiries:		
<ul style="list-style-type: none"> What were the most important causes of European expansion and competition for empires? Why did the traditional societies and empires of Asia and Africa (ex. the Mughals, the Qing, the Tokugawa Shogunate, Ottoman empire, Russian empire, African kingdoms) find it difficult to resist imperialist challenges to their sovereignty? To what extent were reform movements (ex. Tanzimat Reforms, Self-Strengthening Movement and the “Hundred Days”, the Meiji Restoration, and the czarist reforms) driven by traditional and Western ideas? Were these movements reformist or reactionary? Does modernization necessarily imply Westernization? What was the most effective response by Asian and African societies and empires to imperialist threats? Was imperialism ultimately destructive or an agent of progress? Should governments or free markets lead economic prosperity? 		
Evidence of Learning (Assessments – parenthetical notes reference competencies)		
<ul style="list-style-type: none"> Debates (Communication – Expression of Self; Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving) Argumentative and informative essays (Communication – Expression of Self, Awareness of Audience and Stakeholders, Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving) 		

- Presentations and persuasive campaigns advocating informed answers to inquiries (Communication – Expression of Self, Variety of Modes of Delivery, Knowledge of Cross-Disciplinary Communication, all of Research; all of Problem Solving)

Objectives

Students will know or learn:

- Western powers expanded their influence and territory in search of markets, resources, and national power during an age of imperialist competition by weakening and dominating traditional societies and empires in Asia and Africa.
- Several established Asian and African societies and empires declined during this era.
- Asian and African societies and empires responded to the imperialist threats with a variety of responses, ranging from re-emphasis of traditional values, attempts to borrow aspects of Western power to defend traditional culture, and radical change and westernization, with various degrees of success.

Students will be able to:

- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Apply appropriate social science disciplines to the conduct of inquiries.
- Identify, evaluate, and utilize appropriate social science resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format.
- Articulate an informed statement regarding the causes of imperialism.
- Apply relevant historical evidence, both written and statistical, to historical debates regarding the essential question concerning the rise and fall of empires, reform, and modernization.
- Evaluate the success and failure of reform movements in Asia and Africa during this period.

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Use of argumentative and informative essays
- Formal research projects

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- Written, oral, and statistical historical documents
- Maps
- Images, photographs, art, political cartoons
- Secondary historical sources and debates
- To be added as teachers and students pilot the curriculum



Nutley Public Schools

Social Studies World History Honors

Unit #: Five

Unit Title: The End of Empires: War, Revolution, and Independence in the Twentieth Century

Summary and Rationale

The twentieth century witnessed the often violent transformation of the previous world order, resulting in the collapse of European empires and the rise of independence movements and revolutions throughout much of the world. The complex of ideas and institutions that had enabled the western nations to conquer their empires diffused to subject peoples, enhancing aspirations for independence and national and cultural self-determination. Weakened by two devastating world wars, the western powers were unable to resist the revolutions and independence movements that arose in Asia and Africa. New nations were established with varying degrees of success.

Students will become familiar with the consequences of World War I and World War II and the global independence movements that subsequently occurred. Coverage of the world wars will focus less on the military progress of the conflicts than upon the effect these wars had upon the subsequent world order. Issues of nation-building and economic development will be considered. Students will also investigate concepts and standards of human rights, and the international response to these ideas.

Recommended Pacing

4 ½ to 5 1/2 Weeks

Standards

2014 NJ Social Studies Core Curriculum Content Standards

<i>CPI</i>	<i>CPI Description</i>
6.2.12.A.4.b	Compare the rise of nationalism in China, Turkey, and India.
6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
6.2.12.C.4.c	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.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
6.2.12.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
6.2.12.A.5.c	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.B.5.c	Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.D.5.b	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.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

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C3 Framework Inquiry Arc

<i>Dimension 1 – Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning traditional empires, global exchanges, human rights, and conflict are linked to important issues and themes in world history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and sources in regarding the consequences of the world wars and independence movement, and the standards by which political and economic development should be judged. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order regarding justice in the contemporary world • Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to the collapse of empires, rise of new nations, and the diffusion of political, economic, cultural, and scientific ideas. • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays ○ Debates ○ Role playing (ex. advisor advocating reforms)

	<ul style="list-style-type: none"> ○ Harkness Tables ○ Creation of interactive digital maps and graphical presentations.
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C3 Framework Indicators (K-12 Pathways)

<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.9-12.	<ul style="list-style-type: none"> ● Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> ● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> ● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	<ul style="list-style-type: none"> ● Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> ● Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> ● Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.9-12.	<ul style="list-style-type: none"> ● Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> ● Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.4.9-12.	<ul style="list-style-type: none"> ● Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> ● Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	<ul style="list-style-type: none"> ● Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> ● Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> ● Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.9-12.	<ul style="list-style-type: none"> ● Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> ● Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.11.9-12.	<ul style="list-style-type: none"> ● Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> ● Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	<ul style="list-style-type: none"> ● Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> ● Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	<ul style="list-style-type: none"> ● Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.2.9-12.	<ul style="list-style-type: none"> ● Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
D2.Eco.3.9-12.	<ul style="list-style-type: none"> ● Analyze the ways in which incentives influence what is produced and distributed in a market system.
D2.Eco.4.9-12.	<ul style="list-style-type: none"> ● Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
D2.Eco.5.9-12.	<ul style="list-style-type: none"> ● Describe the consequences of competition in specific markets.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> ● Generate possible explanations for a government role in markets when market

	inefficiencies exist.
D2.Eco.7.9-12.	<ul style="list-style-type: none"> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
D2.Eco.9.9-12.	<ul style="list-style-type: none"> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Eco.10.9-12.	<ul style="list-style-type: none"> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
D2.Eco.11.9-12.	<ul style="list-style-type: none"> Use economic indicators to analyze the current and future state of the economy.
D2.Eco.12.9-12.	<ul style="list-style-type: none"> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
D2.Eco.13.9-12.	<ul style="list-style-type: none"> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Eco.14.9-12.	<ul style="list-style-type: none"> Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.3.9-12.	<ul style="list-style-type: none"> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.4.9-12.	<ul style="list-style-type: none"> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.6.9-12.	<ul style="list-style-type: none"> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	<ul style="list-style-type: none"> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	<ul style="list-style-type: none"> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	<ul style="list-style-type: none"> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> Explain how the perspectives of people in the present shape interpretations of the past.

	<ul style="list-style-type: none"> • D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.9-12.	<ul style="list-style-type: none"> • Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> • Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> • Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> • Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> • Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> • . Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> • Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> • Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	<ul style="list-style-type: none"> • Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> • Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> • Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> • Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> • Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> • Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> • Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> • Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> • Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	<ul style="list-style-type: none"> • Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	<ul style="list-style-type: none"> • Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	<ul style="list-style-type: none"> • Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying	Anchor Reading Standards 1-10	Analysis, Argument,

Disciplinary Concepts	Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10 Anchor Speaking and Listening Standard 1	Argument, Sources, Evidence, Claims, Counterclaims, Gather
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology – chromebooks, digital documents and maps, digital data mapping (ex. Mapline), Google Suite		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"> Two devastating world wars altered the previous world order, weakening colonial powers and forcing them to dismantle their empires. The diffusion of ideas and technologies from the colonial powers to those they had conquered empowered aspirations for independence, self-determination, and the recognition of human rights. Newly independent peoples faced multiple challenges building independent nations and confronting the legacy of imperialism. The twentieth century witnessed multiple crises regarding human rights. 		
Essential Questions		
<ul style="list-style-type: none"> Why do nations and empires rise and fall? What is the best response or policy when two cultures collide and have conflicts? What are human rights, and how can they best be protected? What is the best form of government? What is the appropriate role for the government in the economy? What is the best model for economic and political development in emerging nations? 		
Themes		
<ul style="list-style-type: none"> Identity Work, exchange, and technology Peopling Politics and power Environment and geography — physical and human Ideas, beliefs, and culture 		
Suggested Inquiries:		
<ul style="list-style-type: none"> What was the primary cause of the decline of the western empires following two world wars? Why were some independence movements more successful than others? To what extent did the Cold War affect the development of emerging nations? What is the proper global response to genocides and other human rights abuses? 		
Evidence of Learning (Assessments – parenthetical notes reference competencies)		

- Debates (Communication – Expression of Self; Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Argumentative and informative essays (Communication – Expression of Self, Awareness of Audience and Stakeholders, Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving)
- Presentations and persuasive campaigns advocating informed answers to inquiries (Communication – Expression of Self, Variety of Modes of Delivery, Knowledge of Cross-Disciplinary Communication, all of Research; all of Problem Solving)

Objectives

Students will know or learn:

- Two devastating world wars caused the decline and disintegration of western empires.
- The diffusion of western ideas and technologies provided additional resources and means for colonized peoples to achieve their independence.
- Revolutions and independence movements led to the establishment of new nations, with varying degrees of success. The Cold War and competing models of capitalism and communism influenced the development of the new nations.
- The legacy of colonial empires included regional conflicts and boundary issues that continue until the present.
- The world was confronted with multiple genocides and serious human rights issues during the twentieth century.

Students will be able to:

- Articulate, with appropriate assistance, essential and supporting questions to guide inquiries.
- Apply appropriate social science disciplines to the conduct of inquiries.
- Identify, evaluate, and utilize appropriate social science resources.
- Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format.
- Articulate an informed statement regarding the factors that facilitated the rise and fall of empires.
- Apply relevant historical evidence, both written and statistical, to historical debates regarding the essential question concerning the human rights, justice, and the origins of cultural and religious conflicts.
- Evaluate the success and failure of revolutions, independence movements, and nation-building during this period.

Modifications

Modified documents (ex. *Read Like a Historian resources*), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.

Integration

Technology Integration and Use of Data

- Use of appropriate online resources
- Online collaboration during conduct of inquiries
- Digital mapping and heat mapping relevant available historical data to identify patterns and issues.
- Use of presentation technology

Writing Integration

- Use of argumentative and informative essays
- Formal research projects
- Short writing assignments analyzing primary sources for sourcing, bias, validity, perspective, context, claims, and corroboration.

Competencies

- Collaboration: all
- Communication: all
- Research: all
- Problem Solving: all
- Self and Global Awareness: Personal Management, Social Responsibility, Determination

Suggested Resources

- Primary source documents

- To be added as teachers and students pilot the curriculum



Nutley Public Schools

Social Studies World History Honors

Unit #: Six	
Unit Title: An Age of Globalization	
Summary and Rationale	
<p>The contemporary world is closer to being a global society than at any point in human history. Technology and global trade have diminished the barriers of time and space and accelerated the process of cultural and economic diffusion. The international impact of events and environmental degradation is greater and the western impact on an increasingly global culture is more keenly felt. The emergence of globalized societies has also created tensions and crises, as well as economic dislocations and nationalist reactions. This unit seeks to examine the consequences of a global system heavily based on western assumptions and institutions and the benefits and problems inherent in the contemporary world order.</p> <p>Students will become familiar with the concept of globalization and the political and economic institutions that characterize the contemporary world order. Students will also examine the problems that arise from globalization and the resultant reactions and conflicts that confront the world today. As in other units, human rights issues will be investigated, as will environmental and demographic problems and issues.</p>	
Recommended Pacing	
Three to Four Weeks	
Standards	
2014 NJ Social Studies Student Learning Standards	
<i>CPI</i>	<i>CPI Description</i>
6.2.12.D.5.c	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.D.5.d	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.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the

	quality of life in different countries.
6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
C3 Framework Inquiry Arc	
<i>Dimension 1 –Developing Questions and Planning Inquiries</i>	<i>Dimension 2 – Applying Disciplinary Concepts</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Develop, with appropriate guidance, inquiry questions linked to essential questions for the unit. • Explain how essential questions concerning globalization, international institutions, human rights, and conflict are linked to important issues and themes in world history. • Develop appropriate supporting questions, and explain how these questions help answer the essential questions and can stimulate additional questions. • Identify points of agreement and disagreement among scholars and sources in regarding the consequences of trade and global exchanges, and the standards by which contemporary institutions should be judged. • Identify how the essential and supporting questions can reflect multiple points of view and influence the choice and evaluation of resources for the inquiry. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use important concepts from civics to analyze and evaluate the effectiveness of citizens, governments, institutions, markets, and international agreements and treaties in establishing, or failing to establish, justice, human rights, and domestic and international political order regarding justice in the contemporary world. • Apply appropriate and relevant economic concepts and ideas to the analysis and/or proposed solutions to economic issues in the inquiry. • Apply geospatial tools and analysis to issues of political, environmental and economic crises and change, and to the diffusion of peoples, goods, and ideas as related to the globalization and cultural changes and technological advances due to trade, the Internet, and communication technologies. • Use historiographical concepts and tools to identify, evaluate, and critique sources, context, causation, and multiple perspectives in the composition of historical accounts, including student solutions to their inquiries.
<i>Dimension 3 – Evaluating Sources and Using Evidence</i>	<i>Dimension 4 – Communicating Conclusions and Taking Informed Action</i>
<p>Students will:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using historiographical and social science concepts and tools to evaluate the sources for validity, bias, and utility. • Use evidence from multiple sources to strengthen and refine claims and counterclaims, using evidence from multiple sources to identify inconsistencies and the strengths and weakness of relevant claims. 	<p>Students will:</p> <ul style="list-style-type: none"> • Construct arguments, explanations, and solutions to inquiries, presenting these arguments, explanations, and solutions via a variety of methods and media while featuring evocative ideas and perspectives. • Critique the strengths and weaknesses of presented solutions to inquiries. • Possible examples include: <ul style="list-style-type: none"> ○ Informative and argumentative essays ○ Debates ○ Role playing (ex. advisor advocating reforms) ○ Harkness Tables ○ Creation of interactive digital maps and graphical presentations.

C3 Framework Indicators (K-12 Pathways)

<i>C3 Indicator</i>	<i>C3 Indicator Description (Delete any not used)</i>
D1.1.9-12.	<ul style="list-style-type: none"> Explain how a question reflects an enduring issue in the field.
D1.2.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling (essential) question.
D1.3.9-12.	<ul style="list-style-type: none"> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.9-12.	<ul style="list-style-type: none"> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
D1.5.9-12.	<ul style="list-style-type: none"> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
D2.Civ.1.9-12.	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
D2.Civ.2.9-12.	<ul style="list-style-type: none"> Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.9-12.	<ul style="list-style-type: none"> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.4.9-12.	<ul style="list-style-type: none"> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
D2.Civ.5.9-12.	<ul style="list-style-type: none"> Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.6.9-12.	<ul style="list-style-type: none"> Critique relationships among governments, civil societies, and economic markets.
D2.Civ.7.9-12.	<ul style="list-style-type: none"> Apply civic virtues and democratic principles when working with others.
D2.Civ.8.9-12.	<ul style="list-style-type: none"> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Civ.9.9-12.	<ul style="list-style-type: none"> Use appropriate deliberative processes in multiple settings.
D2.Civ.10.9-12.	<ul style="list-style-type: none"> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.11.9-12.	<ul style="list-style-type: none"> Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
D2.Civ.12.9-12.	<ul style="list-style-type: none"> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12.	<ul style="list-style-type: none"> Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.Civ.14.9-12.	<ul style="list-style-type: none"> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
D2.Eco.1.9-12.	<ul style="list-style-type: none"> Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
D2.Eco.2.9-12.	<ul style="list-style-type: none"> Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
D2.Eco.3.9-12.	<ul style="list-style-type: none"> Analyze the ways in which incentives influence what is produced and distributed in a market system.
D2.Eco.4.9-12.	<ul style="list-style-type: none"> Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
D2.Eco.5.9-12.	<ul style="list-style-type: none"> Describe the consequences of competition in specific markets.
D2.Eco.6.9-12.	<ul style="list-style-type: none"> Generate possible explanations for a government role in markets when market inefficiencies exist.
D2.Eco.7.9-12.	<ul style="list-style-type: none"> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
D2.Eco.8.9-12.	<ul style="list-style-type: none"> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

D2.Eco.9.9-12.	<ul style="list-style-type: none"> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
D2.Eco.10.9-12.	<ul style="list-style-type: none"> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
D2.Eco.11.9-12.	<ul style="list-style-type: none"> Use economic indicators to analyze the current and future state of the economy.
D2.Eco.12.9-12.	<ul style="list-style-type: none"> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
D2.Eco.13.9-12.	<ul style="list-style-type: none"> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
D2.Eco.14.9-12.	<ul style="list-style-type: none"> Analyze the role of comparative advantage in international trade of goods and services.
D2.Eco.15.9-12.	<ul style="list-style-type: none"> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
D2.Geo.1.9-12.	<ul style="list-style-type: none"> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2.Geo.2.9-12.	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.3.9-12.	<ul style="list-style-type: none"> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
D2.Geo.4.9-12.	<ul style="list-style-type: none"> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.5.9-12.	<ul style="list-style-type: none"> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
D2.Geo.6.9-12.	<ul style="list-style-type: none"> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12.	<ul style="list-style-type: none"> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D2.Geo.8.9-12.	<ul style="list-style-type: none"> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
D2.Geo.9.9-12.	<ul style="list-style-type: none"> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
D2.Geo.10.9-12.	<ul style="list-style-type: none"> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
D2.Geo.11.9-12.	<ul style="list-style-type: none"> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
D2.Geo.12.9-12.	<ul style="list-style-type: none"> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
D2.His.1.9-12.	<ul style="list-style-type: none"> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12.	<ul style="list-style-type: none"> Analyze change and continuity in historical eras.
D2.His.3.9-12.	<ul style="list-style-type: none"> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12.	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12.	<ul style="list-style-type: none"> Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12.	<ul style="list-style-type: none"> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12.	<ul style="list-style-type: none"> Explain how the perspectives of people in the present shape interpretations of the past.
	<ul style="list-style-type: none"> D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.9-12.	<ul style="list-style-type: none"> Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12.	<ul style="list-style-type: none"> Detect possible limitations in various kinds of historical evidence and differing secondary

	interpretations.
D2.His.11.9-12.	<ul style="list-style-type: none"> • Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
D2.His.12.9-12.	<ul style="list-style-type: none"> • Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.9-12.	<ul style="list-style-type: none"> • Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.9-12.	<ul style="list-style-type: none"> • . Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12.	<ul style="list-style-type: none"> • Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12.	<ul style="list-style-type: none"> • Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.9-12.	<ul style="list-style-type: none"> • Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D3.1.9-12.	<ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12.	<ul style="list-style-type: none"> • Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12.	<ul style="list-style-type: none"> • Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12.	<ul style="list-style-type: none"> • Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12.	<ul style="list-style-type: none"> • Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12.	<ul style="list-style-type: none"> • Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12.	<ul style="list-style-type: none"> • Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
D4.4.9-12.	<ul style="list-style-type: none"> • Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12.	<ul style="list-style-type: none"> • Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12.	<ul style="list-style-type: none"> • Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12.	<ul style="list-style-type: none"> • Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12.	<ul style="list-style-type: none"> • Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Common Core Standards Alignment

<i>C3 Dimension</i>	<i>Common Core ELA Anchor Standards</i>	<i>Shared Language</i>
Dimension 1: Developing Questions and Planning Inquiries	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1	Questioning, Argument, Explanation, Point of View
Dimension 2: Applying Disciplinary Concepts	Anchor Reading Standards 1-10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6	Analysis, Argument, Evidence, Questioning
Dimension 3: Evaluating Sources and Using Evidence	Anchor Reading Standards 1-10 Anchor Writing Standards, 1, 2, 7-10	Argument, Sources, Evidence, Claims, Counterclaims, Gather

	Anchor Speaking and Listening Standard 1	
Dimension 4: Communicating Conclusions and Taking Informed Action	Anchor Reading Standard 1 Anchor Writing Standards 1-8 Anchor Speaking and Listening Standards 1-6	Argument, Explanation, Sources, Evidence, Claims, Counterclaims, Visually/Visualize, Credibility
Interdisciplinary Connections		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
This can be completed as connections are discovered during the pilot process. If any are known, feel free to fill them in. References to the relevant NJCCCS can be added during the year.		
Integration of Technology – chromebooks, digital documents and maps, digital data mapping (ex. Mapline), Google Suite		
Standard x.x		
CPI #	Cumulative Progress Indicator (CPI)	
<ul style="list-style-type: none"> Leave blank, this curriculum is currently under revision, as is ours. 		
Instructional Focus		
Enduring Understanding(s)		
<ul style="list-style-type: none"> The contemporary world order is characterized by international institutions that have their origins in the western experience and the overall complex of economic, cultural, and communication exchanges known as “globalization”. Globalization has led to political and economic dislocations and tensions, as well as environmental and demographic challenges. 		
Essential Questions		
<ul style="list-style-type: none"> Is globalization desirable? What is the proper response to demographic, environmental, and economic issues that transcend national borders? What is the best response or policy when two cultures collide and have conflicts? What are human rights, and how can they best be protected? What is the best form of government? What is the appropriate role for the government in the economy? 		
Themes		
<ul style="list-style-type: none"> Identity Work, exchange, and technology Peopling Politics and power Environment and geography — physical and human Ideas, beliefs, and culture 		
Suggested Inquiries:		
<ul style="list-style-type: none"> Is globalization overall a positive or negative development? Is it desirable? Is there a global standard for human rights? How can human rights best be protected in the current world order? Should environmental, economic, and demographic issues be addressed by international institutions or sovereign national entities? 		
Evidence of Learning (Assessments – parenthetical notes reference competencies)		
<ul style="list-style-type: none"> Debates (Communication – Expression of Self; Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving) Argumentative and informative essays (Communication – Expression of Self, Awareness of Audience and Stakeholders, Knowledge of Cross-Disciplinary Communication; all of Research; all of Problem Solving) Presentations and persuasive campaigns advocating informed answers to inquiries (Communication – Expression of Self, Variety of Modes of Delivery, Knowledge of Cross-Disciplinary Communication, all of Research; all of Problem Solving) 		

Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • What is meant by the term “globalization” and the complex of institutional, cultural, and economic institutions that make globalization possible • The political, economic , and demographic dislocations that can result from globalization and the conflicts that can result from these issues. • The political, economic, demographic, and environment challenges that face the contemporary world. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Articulate, with appropriate assistance, essential and supporting questions to guide inquiries. • Apply appropriate social science disciplines to the conduct of inquiries. • Identify, evaluate, and utilize appropriate social science resources. • Provide an informed, evidence-based solution to the inquiry in an appropriate assessment format. • Articulate an informed statement regarding contemporary global issues and possible solutions to the issues. • Apply relevant historical evidence, both written and statistical, to historical debates regarding the essential question concerning the human rights, justice, and the origins of cultural and religious conflicts. • Evaluate the success and failure of international institutions to address contemporary global issues.
Modifications
Modified documents (ex. <i>Read Like a Historian resources</i>), maps and visuals, modified and alternative assessments. Specific modifications will be based on individual student needs and documented plans.
Integration
Technology Integration and Use of Data
<ul style="list-style-type: none"> • Use of appropriate online resources • Online collaboration during conduct of inquiries • Digital mapping and heat mapping relevant available historical data to identify patterns and issues. • Use of presentation technology
Writing Integration
<ul style="list-style-type: none"> • Use of argumentative and informative essays • Formal research projects • Short writing assignments analyzing primary sources for sourcing, bias, validity, perspective, context, claims, and corroboration.
Competencies
<ul style="list-style-type: none"> • Collaboration: all • Communication: all • Research: all • Problem Solving: all • Self and Global Awareness: Personal Management, Social Responsibility, Determination
Suggested Resources
<ul style="list-style-type: none"> • Primary source documents • Journals and rigorous magazines of current events and issues (ex. <i>Foreign Affairs, The Economist</i> [including <i>Economist</i> briefings and Intelligence Reports]) • To be added as teachers and students pilot the curriculum