

TOWNSHIP OF UNION PUBLIC SCHOOLS



World History

August 18, 2020

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

The World History course is intended to introduce and orient incoming freshmen to all levels to Union High School's Social Studies Program. In the tradition of academic excellence at Union High School, it meets all New Jersey Student Learning Standards. The curriculum will cover the political, social, economic, and cultural history of all regions throughout the world from the 1400's to the present.

In addition to providing the necessary content coverage, the course focuses heavily on fostering social studies skills. These include analysis, critical evaluation, cooperation, and cause and effect. There will be a special focus on writing, including both thematic and document-based essays, involving interpretive reading and research simulation, following the NJSLA criteria.

Instruction will emphasize the application of higher order thinking skills as well as the analyses and investigation of issues and events essential to the various time periods. Primary source documents, individual and group research, as well as selected pieces of art, music and literature will supplement the core material. Students who successfully complete the class will come away with recurring themes that are seen in history, information pertinent to the time period, as well as critical skills in analysis, listening, problem solving and communication.

Curriculum Units/Pacing Guide

| Unit # / Title | Number of Days |
|---|----------------|
| Unit 1: Connecting Hemispheres | 30-35 |
| Unit 2: Absolutism to Revolution | 30-35 |
| Unit 3: Industrialism and the Race for Empire | 30-35 |
| Unit 4: A Half-Century of Crisis and Achievement: The Era of the Great Wars | 30-35 |
| Unit 5: The 20th Century since 1945: Challenges for the Modern World | 35-40 |

Unit Standards Overview

| Overview | Standards | Unit Skills Focus | Content-Specific Practices (when applicable) |
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| <p>Unit 1 Connecting Hemispheres</p> | <p>6.2.12.B.2.a 6.2.12.B.2.b 6.2.12.C.2.a 6.2.12.D.2.a 6.2.12.D.2.b 6.2.12.D.2.c 6.2.12.D.2.d 6.2.12.D.2.e 6.2.12.A.1.a 6.2.12.D.2.c 6.2.12.A.1.a 6.2.12.C.1.a 6.2.12.A.1.a 6.2.12.B.1.a 6.2.12.B.1.b 6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.d 6.2.12.C.1.e</p> | <p>Identify the causes of the Italian Renaissance and the principles of Humanism</p> <p>Analyze and compare the major styles of Renaissance art</p> <p>Contrast the Northern with the Italian Renaissance</p> <p>Assess the impact of the printing press</p> <p>Assess the impact of Martin Luther on European society</p> <p>Examine the spread of Protestantism and the Catholic response</p> <p>Connect strategic location to the success or failure of a culture</p> <p>Identify the unique facets of Ottoman government and society</p> <p>Compare the Persian/Shi'a Safavid Empire to the Ottomans</p> <p>Examine Hindu/Muslim relations throughout the Mughal Era</p> <p>Compare the religious toleration and diversity of Akbar with the failures of his successors</p> <p>Examine the resurgence of China under the Ming and Qing dynasties</p> | <ul style="list-style-type: none"> ● Annotations and close reading activities ● Classroom Discussions, Socratic seminars, and Debates ● Analysis of graphic organizers and notes ● Annotated Timelines ● Teacher and student led PowerPoint Presentations ● Class Trips to applicable historical sites/monuments ● Definitions of key terms and concepts ● Individual/Group Presentations ● Document Based Question analysis and essays |

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| | <p>6.2.12.D.1.a 6.2.12.D.1.b 6.2.12.D.1.c 6.2.12.D.1.d 6.2.12.D.1.e 6.2.12.D.1.f 6.2.12.C.2.a</p> | <p>Analyze the Chinese psychological outlook of isolation and its implications</p> <p>Contrast Japan's view of foreigners with China's\</p> <p>Trace the end of Japanese feudalism, the rise of the Tokugawa Shogunate, and the Closing of Japan</p> <p>Examine European motives for long distance exploration</p> <p>Analyze the implications of the discovery of the Americas on both sides of the Atlantic</p> <p>Assess the facts, the impact, and the moral implications of African slavery</p> <p>Evaluate the global impact of the Columbian Exchange and the development of the commercial revolution and mercantilism</p> | <ul style="list-style-type: none"> ● Written responses to queries ● Summary and Analysis of Videos/Documentaries/Films ● Summary and analysis of guest speakers |
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| <p>Suggested Resources Provide links to specific resources/activities</p> | <p><u>Modern World History (Patterns of Interaction).</u> https://www.ushmm.org/ https://kidskonnnect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.njamistadcurriculum.net/history/unit/ancient-africa http://www.findingdulcinea.com/guides/Education/High-School-World-History.pg_00.html#00 https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://nj.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/</p> | |
| <p>Unit 2 Absolutism to Revolution</p> | <p>6.2.12.A.2.c 6.2.12.A.2.a 6.2.12.A.2.b 6.2.12.D.2.d 6.2.12.A.3.a 6.2.12.A.3.c 6.2.12.A.3.d 6.2.12.D.3.a 6.2.12.D.1.d 6.2.12.A.3.a 6.2.12.A.3.b 6.2.12.A.3.c 6.2.12.A.3.d 6.2.12.B.3.c 6.2.12.D.3.a 6.2.12.A.3.e 6.2.12.B.3.b 6.2.12.C.3.a 6.2.12.D.3.b 6.2.12.A.2.a 6.2.12.A.3.c 6.2.12.A.3.d</p> | <p>Trace the development of absolutism and constitutionalism throughout Europe</p> <p>Contrast conditions in Central Europe with Western Europe</p> <p>Compare political developments in absolutist nations throughout Europe</p> <p>Debate the effectiveness and morality of absolutist rule</p> <p>Investigate constitutionalism as interpreted by the Dutch and the English</p> <p>Clarify the true, non-democratic nature of 17th century constitutionalism</p> <p>Assess the social and psychological significance of the Scientific Revolution</p> <p>Connect the scientific method to the socio-political nature of the Enlightenment</p> <p>Identify the major elements of Enlightenment thought through specific thinkers</p> |

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| | <p>6.2.12.A.3.e 6.2.12.A.3.f 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.D.3.a 6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.C.3.b 6.2.12.C.3.e 6.2.12.D.3.d 6.2.12.D.3.e 6.2.12.B.5.c 6.2.12.C.1.a 6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.B.3.c 6.2.12.C.3.b 6.2.12.C.3.e 6.2.12.C.3.f 6.2.12.D.3.a 6.2.12.D.3.c 6.2.12.D.3.d 6.2.12.D.3.e</p> | <p>Investigate the spread of Enlightenment theories into politics, society, and the arts</p> <p>Evaluate the phenomenon of Enlightened Despotism</p> <p>Identify the characteristics of Baroque and Neo-Classical art and music</p> <p>Analyze the underlying causes of the French Revolution</p> <p>Trace the French Revolution from the National Assembly through the Directory</p> <p>Assess the impact of Napoleon on the Revolution and on France in general</p> <p>Examine the connection between Napoleon’s personality and his successes and downfall</p> <p>Evaluate the goals vs. the effectiveness of the Congress of Vienna</p> <p>Connect the ideals of the French Revolution to Latin American independence</p> <p>Analyze the impact of social class on revolutionary movements</p> <p>List the attributes associated with liberalism, conservatism, radicalism, and nationalism</p> <p>Examine nationalism as a unifying or divisive issue</p> <p>Trace developments in Italy and Germany, and their impact on Europe’s balance of power</p> <p>Analyze the “revolutionary” nature of the arts throughout the 19th century</p> | |
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| <p>Suggested Resources Provide links to specific resources/activities</p> | <p>Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://kidskonnect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.njamistadcurriculum.net/history/unit/ancient-africa http://www.findingdulcinea.com/guides/Education/High-School-World-History.pg_00.html#00 https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://nj.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/</p> | |
| <p>Unit 3 Industrialism and the Race for Empire</p> | <p>6.2.12.C.3.b 6.2.12.B.4.a 6.2.12.B.4.d 6.2.12.C.4.b 6.2.12.C.4.c 6.2.12.D.4.a 6.2.12.D.4.b 6.2.12.D.4.f 6.2.12.D.4.g 6.2.12.D.4.j 6.2.12.D.4.l 6.2.12.C.3.c 6.2.12.D.3.a 6.2.12.A.4.a 6.2.12.A.4.b 6.2.12.A.4.c 6.2.12.B.4.c 6.2.12.C.4.d 6.2.12.D.4.c 6.2.12.D.4.h 6.2.12.D.5.b</p> | <p>Measure the extent of true reform amidst the realities of 19th century Europe</p> <p>Compare Britain’s treatment of its subjects throughout the Empire</p> <p>Investigate developments in 19th century America as nationalism and imperialism</p> <p>Identify post-1850 advances in science, medicine, mass culture, and their impact on the overall standard of living</p> <p>Trace the imperialist takeover of the African continent</p> <p>Debate the morality of methods used for colonial control in 19th century Africa</p> <p>Examine the concept of <i>geopolitics</i></p> |

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| | | <p>Evaluate the impact of a declining Ottoman Empire and European incursions into the Middle East</p> <p>Trace the development of Indian nationalism</p> <p>Trace China's 19th demise from the Opium Wars through the Boxer Rebellion</p> <p>Assess the Meiji Restoration and the transformation of Japan into an industrialized, imperialist power</p> <p>Investigate socio-economic conflicts throughout post-independence 19th century Latin America</p> <p>Examine the growing regional dominance of the United States</p> <p>Trace the interplay among dictators, reformers and revolutionaries throughout the Mexican Revolution</p> | |
| <p>Suggested Resources <i>Provide links to specific resources/ activities</i></p> | <p><u>Modern World History (Patterns of Interaction).</u> https://www.usmmm.org/ https://kidskonnnect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.njamistadcurriculum.net/history/unit/ancient-africa http://www.findingdulcinea.com/guides/Education/High-School-World-History.pg_00.html#00 https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://nj.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/</p> | | |

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| <p>Unit 4 A Half-Century of Crisis and Achievement: The Era of the Great Wars.</p> | <p>6.2.12.A.4.a 6.2.12.B.4.d 6.2.12.C.4.a 6.2.12.C.4.c 6.2.12.C.4.d 6.2.12.D.4.d 6.2.12.D.4.e 6.2.12.D.4.j 6.2.12.D.4.k 6.2.12.D.4.l 6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.B.4.b 6.2.12.C.4.b 6.2.12.C.4.c 6.2.12.D.4.f 6.2.12.D.4.g 6.2.12.D.4.i</p> | <p>Trace the root causes of the First World War</p> <p>Examine the outbreak of World War I as an unstoppable chain reaction of events</p> <p>Analyze the conduct of World War I on each of its various fronts</p> <p>Assess & apportion blame for the outbreak of the First World War</p> <p>Evaluate the justness of the Versailles Accords</p> <p>Trace the transition of Russia from tsarist rule to the infancy of the Soviet Union</p> <p>Evaluate the impact of Stalin’s totalitarian rule and psychological climate on the Russian people</p> <p>Trace the origins and development of the conflict between the Chinese nationalists and communists</p> <p>Investigate the nature and foundations of the movement for Indian independence</p> <p>Evaluate the career and methods of Mohandas K. Gandhi</p> <p>Examine developments in the former Ottoman Empire</p> <p>Examine the new psychology influencing society, philosophy and the arts during the “Age of Anxiety”</p> <p>Investigate the volatile global economy of the 1920’s and rate the various national responses to the Great Depression</p> <p>Compare Mussolini’s policies with Hitler’s Nazism and Stalin’s approach</p> <p>Trace the sequence of events that made World War II inevitable</p> <p>Contrast the expansionist policies of Germany, Italy, and Japan, with the western response of appeasement</p> <p>Analyze the conduct of World War II in Europe and the Pacific</p> | |
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| | | <p>Trace the evolution of the Holocaust from 1933 through 1945</p> <p>Internalize the moral issues of the Holocaust</p> <p>Examine the Allied plan for victory and its inherent flaw</p> <p>Assess the condition and major concerns of the postwar world</p> | |
| <p>Suggested Resources <i>Provide links to specific resources/activities</i></p> | <p><u>Modern World History (Patterns of Interaction).</u> <u>https://www.ushmm.org/</u> <u>https://kidskonnect.com/</u> <u>https://www.readworks.org/</u> <u>https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</u> <u>https://sheg.stanford.edu/</u> <u>http://www.njamistadcurriculum.net/history/unit/ancient-africa</u> <u>http://www.findingdulcinea.com/guides/Education/High-School-World-History.pg_00.html#00</u> <u>https://www.primarysource.org/</u> <u>http://historynewsnetwork.org/</u> <u>https://www.smithsonianchannel.com/</u> <u>https://www.archives.gov/</u> <u>https://nj.gov/education/holocaust/curriculum/</u> <u>https://www.cnn.com/cnn10</u> <u>http://www.history.com/</u> <u>http://www.historynet.com/</u></p> | | |

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| <p>Unit 5 The 20th Century since 1945: Challenges for the Modern World</p> | <p>6.2.12.A.4.a 6.2.12.D.4.c 6.2.12.D.4.h 6.2.12.D.4.l 6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.A.5.d 6.2.12.B.5.a 6.2.12.B.5.b 6.2.12.C.5.a 6.2.12.C.5.b 6.2.12.C.5.c 6.2.12.C.5.e 6.2.12.C.3.e 6.2.12.B.4.c 6.2.12.D.4.h 6.2.12.A.5.b 6.2.12.A.5.c 6.2.12.A.5.d 6.2.12.B.5.d 6.2.12.C.5.d 6.2.12.D.5.a 6.2.12.D.5.b 6.2.12.A.6.c 6.2.12.C.6.b 6.2.12.C.1.a 6.2.12.C.3.e 6.2.12.C.3.f 6.2.12.A.4.d 6.2.12.D.4.i 6.2.12.A.5.d 6.2.12.B.5.b 6.2.12.C.5.b 6.2.12.C.5.d 6.2.12.C.5.e 6.2.12.D.5.a 6.2.12.A.6.d 6.2.12.C.6.b</p> | <p>Analyze the origins of the Cold War</p> <p>Examine and evaluate the impact of Communism on China's society</p> <p>Assess America's conduct of the Cold War throughout Asia</p> <p>Examine the role played by the Third World during the Cold War</p> <p>Identify Cold War events throughout Latin America and the Middle East</p> <p>Investigate the evolution of Soviet policy throughout the Cold War</p> <p>Compare the policies of brinkmanship and détente</p> <p>Examine the policies undertaken by a newly independent India</p> <p>Examine the political problems plaguing Southeast Asia during the second half of the 20th century</p> <p>Identify postwar independence movements in Africa</p> <p>Trace the events surrounding the Arab-Israeli conflict</p> <p>List the basic principles of democracy</p> <p>Compare and contrast modern Latin America to postwar Africa</p> <p>Assess the morality of apartheid and examine its end</p> <p>Identify the changes in Eastern Europe that resulted in the end of the Cold War</p> <p>Analyze the causes and effects of the fall of Communism</p> <p>Investigate China's evolution into the modern global community and its progress into the 21st century</p> | |
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| <p>Suggested Resources Provide links to specific resources/activities</p> | <p>Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://kidskonnnect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.njamistadcurriculum.net/history/unit/ancient-africa http://www.findingdulcinea.com/guides/Education/High-School-World-History.pg_00.html#00 https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://nj.gov/education/holocaust/curriculum/ https://www.history.com/news/pink-triangle-nazi-concentration-camps https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/</p> | |
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Curricular Units

Unit 1: Connecting Hemispheres

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| Content Standards | Critical Knowledge & Skills (“Unpacked” Standards) | Content-Specific Practices | Standard Mastery Examples <i>(The Student will be able to:)</i> |
| <p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later</p> | <p>How do ideas spread?</p> | <p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates</p> | <p>Create a cause and effect chart for either/or the Renaissance or Reformation.</p> |

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| <p>influenced the development of the United States Constitution.</p> <p>6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.</p> <p>6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> | <p>In what ways does art parallel the time period?</p> <p>What factors allow for the challenging of authority in a society?</p> | <p>Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> | <p>Interpret the outlook from a variety of humanist documents.</p> <p>Compose interview with Martin Luther utilizing factual information along with creative writing skills.</p> <p>Write a historical obituary for Henry VIII, highlighting the major events and accomplishments in his life.</p> |
| <p>6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p> <p>6.2.12.B.1.a</p> | <p>What role does religion play in a society?</p> | <p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines</p> | <p>Compare/contrast Catholic and Protestant primary sources</p> <p>Identify examples of cultural bias in primary sources.</p> |

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| <p>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.</p> | <p>How do religious outlooks vary from society to society?</p> | <p>Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> | <p>Make a Venn diagram comparing and contrasting the leadership abilities and characteristics of the various Islamic rulers.</p> <p>Create a chart illustrating the causes for the decline of the Islamic empires.</p> |
| <p>6.2.12.C.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.</p> <p>6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p> <p>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.</p> | <p>To what extent are humans tolerant of other cultures?</p> <p>Why do some cultures choose expansion while others opt for isolation?</p> | <p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries</p> | <p>Debate the contrasting views of religious toleration held by Suleiman, Ismail and Akbar.</p> <p>Create a comic strip that depicts the relationship between China and the Europeans during the Qing Dynasty.</p> <p>Write and perform a play analyzing the role social classes played in Feudal Japan.</p> <p>Write a journal entry from the perspective of a samurai warrior detailing daily life.</p> |

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| | | Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers | |
| <p>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.</p> <p>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.</p> <p>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.</p> <p>6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.</p> <p>6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and</p> | <p>What are the positive and negative results from cultural and economic exchanges?</p> <p>How does one culture's expansion impact on other cultures?</p> <p>Should historical figures be judged by today's moral values or by the standards of their own time?</p> | <p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> | <p>Create a cause and effect chart showing the relationship between technology and the ability of European nations to explore.</p> <p>Conduct a trial that charges European explorers with crimes against humanity</p> <p>Make a series of flashcards showing all the goods that were exchanged during the Columbian Exchange.</p> |

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| <p>Roman culture, laid the foundation for the Renaissance.</p> <p>6.2.12.D.2.e</p> <p>Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> | | | <p>Compose a series of journal entries from the perspective of a captured African slave</p> |
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| Unit 1 Assessment Plan | |
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| Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, | Tests, Quizzes, Projects |

| Unit 1 Suggested Modifications/Accommodations/Extension Activities | | |
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| English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| <ul style="list-style-type: none"> a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. | <ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. | <ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking |

| Unit 1 Connections | |
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| NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards | Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices |
| 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. | <ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. |

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| <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> | <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> |
| <p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p> | <p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p> |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>English: Reading excerpts from primary sources and written responses (DBQs and NJSLs based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p> |

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| <h2>Unit 2: Absolutism to Revolution</h2> | | | |
| Content Standards | Critical Knowledge & Skills (“Unpacked” Standards) | Content-Specific Practices (when applicable) | Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |

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| <p>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.</p> <p>6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>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.</p> | <p>What is the most “natural” form of government?</p> <p>Why is centralization favored by governments in the modern world?</p> <p>How do citizens respond to different forms of governmental control/liberties?</p> | <p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> | <p>Compose an essay that analyzes 17th century political primary sources</p> <p>Create a Venn diagram comparing and contrasting the beliefs, policies, accomplishments and personalities of the various absolute monarchs</p> <p>Create a political cartoon that comments on the relationship between Royalists and the Puritans on the eve of the Civil War in England.</p> <p>Plot on a map the absolutist and constitutional regions of Europe</p> |
| <p>6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>6.1.12.D.2.b</p> | <p>Why are religion and science continually at odds?</p> <p>What discourages independent thought in society and what encourages it?</p> | <p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations</p> | <p>Create a chart linking contributions of 17th century scientists with the modern mind</p> <p>Read excerpts from various Enlightenment thinkers and examine them for bias.</p> |

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| <p>Determine the factors that led to the Reformation and the impact on European politics.</p> | <p>How are intellectual movements often mirrored in the arts?</p> | <p>Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> | <p>Create a letter dialogue between Voltaire and one of the 18th century monarchs</p> <p>Investigate documents from Enlightened Despots and evaluate whether or not they were progressive rulers</p> |
| <p>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).</p> <p>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.</p> | <p>What are the necessary ingredients of revolution?</p> <p>What patterns of do revolutions generally follow?</p> <p>Does class or status affect one's role in a revolution?</p> | <p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p> | <p>Using primary source documents, trace the various stages of the French revolution</p> <p>Compose a thematic essay that evaluates the changes made by the Revolution with its excesses</p> <p>Create a resume for Napoleon Bonaparte applying for the position of Emperor of France.</p> <p>Write a newspaper article from the perspective of a journalist covering the Congress of Vienna</p> |

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| | | Summary and analysis of guest speakers | |
| <p>6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>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.</p> | <p>Is nationalism a natural human drive?</p> <p>What factors foster nationalism?</p> <p>Why can nationalism bring people together or tear countries apart?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Create a map/chart that traces Latin American independence in the 1800's.</p> <p>List and compare the benefits and drawbacks of nationalism.</p> <p>Write an essay critiquing Bismarck's methods in unifying Germany.</p> |

| Unit 2 Assessment Plan | |
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| Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, | Tests, Quizzes, Projects |

| Unit 2 Suggested Modifications/Accommodations/Extension Activities | | |
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| English Language Learners (ELL) | Special Education / 504 | Gifted and Talented |
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| <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| <ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. | <ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. | <ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities) |

| Unit 2 Connections | |
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| NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards | Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices |
| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> |
| 21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills | Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> | <p>English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).</p> <p>Math: Interpreting maps and charts.</p> |

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| <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>Science: Discovering sailing and medical innovations</p> |
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| <h2 style="text-align: center; margin: 0;">Unit 3: Industrialism and the Race for Empire</h2> | | | |
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| Content Standards | Critical Knowledge & Skills (“Unpacked” Standards) | Content-Specific Practices (when applicable) | Standard Mastery Examples <i>(The Student will be able to:)</i> |
| <p style="text-align: center;">6.2.12.A.3.a</p> <p>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.</p> <p style="text-align: center;">6.2.12.A.3.b</p> <p>Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> | <p>Why is the Industrial Revolution one of the three most crucial events in human history?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> | <p>Using primary sources, evaluate the reform movements of the 19th century</p> <p>Compose a conversation between an aborigine and an</p> |

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| <p>6.2.12.A.2.b</p> <p>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).</p> | <p>Why do industrial revolutions begin in some places and not others?</p> <p>How does industrialization forge a new society?</p> | <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Irish subject both living under British rule</p> <p>Write an essay comparing the suffering of the early factories with the benefits of long term industrialization</p> |
| <p>6.2.12.D.3.b</p> <p>Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>6.2.12.D.3.c</p> <p>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.</p> <p>6.2.12.B.3.a</p> <p>Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p> <p>6.2.12.C.3.b</p> <p>Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> | <p>Why are reform movements a necessary response to industrialization?</p> <p>Does reform occur out of necessity or morality?</p> <p>What motivates and enables imperialism?</p> <p>Is imperialism a moral or an immoral movement?</p> <p>What are the possible responses of those being imperialized?</p> <p>What are some benefits and detriments of imperialism?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Create a chronological map illustrating the European takeover of Africa</p> <p>Examine primary source documents from the imperialist era to uncover examples of cultural bias.</p> <p>Debate the positive and negative effects of imperialism on Europe's colonies.</p> <p>Compose a debate between an Indian nationalist and a British colonizer.</p> |

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| <p>6.2.12.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.</p> <p>6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the</p> | <p>In a modernizing world, what are the options for less developed countries?</p> <p>What enables imperialized countries to maintain traditional values in the face of a changing world?</p> <p>How did the impact of imperialism affect the economic development of Africa, Asia, and Latin America?</p> | <p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> | <p>Write a series of newspaper headlines about imperialism in China from the perspective of both the Chinese and British.</p> <p>Compose an essay that compares and contrasts the approaches taken by China and Japan during the 19th century</p> <p>Debate the extent to which the United States becomes an imperialist power</p> |
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| <p>impact of imperialism from multiple perspectives.</p> | <p>Can imperialism sometimes lead to racism?</p> | | <p>Design a commemorative plaque for “Pancho” Villa from the Mexican people’s perspective. Then design a “Wanted” poster for him from the perspective of the Mexican government.</p> |
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| Unit 3 Assessment Plan | |
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| <p>Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p>Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> |
| <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p> | <p>Tests, Quizzes, Projects</p> |

| Unit 3 Suggested Modifications/Accommodations/Extension Activities | | |
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| <p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> |
| <p>a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases</p> | <p>a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. e. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task.</p> | <p>a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)</p> |

| Unit 3 Connections | |
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| <p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards</p> | <p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices</p> |

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| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> | <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.</p> |
| <p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p> | <p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p> |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p> |

Unit 4: A Half-Century of Crisis and Achievement: The Era of the Great Wars

| Content Standards | Critical Knowledge & Skills ("Unpacked" Standards) | Content-Specific Practices (when applicable) | Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
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| <p>6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.</p> <p>6.2.12.B.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p> | <p>What is the impact of modern technology on warfare?</p> <p>In what sense is WWI a truly "world war" / an imperialistic war / a nationalist war?</p> <p>To what extent does WWI achieve the goals of its participants?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Illustrate a political cartoon depicting the causes of WWI.</p> <p>Create a propaganda poster that promotes patriotism and/or manufactures hate for the enemy.</p> <p>Fill out a pie chart that apportions blame for the First World War.</p> <p>Write a thematic essay that assesses the Treaty of Versailles</p> |
| <p>6.2.12.C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist</p> | <p>What social, economic and political factors are usually in place to foment a revolution and for it to be feasible?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> | <p>Create a flow chart that chronicles Russia from 1900 to 1925.</p> |

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| <p>economic theory and practice.</p> <p>6.2.12.C.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.</p> <p>6.2.12.C.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> | <p>What is the definition of a successful revolution?</p> <p>How did WW I eventually lead to WW II?</p> | <p>Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> | <p>Fictionalize an interview with Josef Stalin at the height of his power</p> <p>Create an illustrated timeline on the rise of communist China from 1911-1937.</p> <p>Use primary source documents to outline the career of Mohandas K. Gandhi</p> |
| <p>6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.</p> <p>6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.</p> | <p>Why is the time period following WWI is often referred to as “The Age of Anxiety?”</p> <p>In what ways does culture reflect the politics and economics of a time period?</p> <p>What social, economic, and political factors are in place to allow for dictators to take over generally democratic nations?</p> | <p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays</p> | <p>Use source examples of literature, art, and photography to trace developments from 1920-1940</p> <p>Compose an essay that analyzes the effectiveness of the responses to the Great Depression.</p> <p>Compare the outlooks of aggression and appeasement using primary source documents.</p> |

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| | | <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | |
| <p>6.2.12.D.4.f</p> <p>Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p> <p>6.2.12.D.4.g</p> <p>Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.</p> <p>6.2.12.D.4.i</p> <p>Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> | <p>Why is the conflict of 1939-1945 a truly “world war?”</p> <p>What are the moral issues of the Holocaust?</p> <p>What tactics are employed to create ethnic hatred in otherwise humane societies?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Fill in the major events of WWII on a blank world map</p> <p>Create a flow chart to summarize the steps the Nazis took against the Jews that resulted in the Final Solution.</p> <p>Compose a series of diary entrees of a European Jew from 1935-1945.</p> <p>Read/discuss article about “Pink Triangle”</p> <p>Create a timeline of events that led to the surrenders of Germany and Japan.</p> <p>Debate whether or not the U.S. decision to drop the Atomic Bomb was justified.</p> |

| Unit 4 Assessment Plan | |
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| Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, | Tests, Quizzes, Projects |

| Unit 4 Suggested Modifications/Accommodations/Extension Activities | | |
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| English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| <ul style="list-style-type: none"> a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations | <ul style="list-style-type: none"> a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. | <ul style="list-style-type: none"> a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities) |

| Unit 4 Connections | |
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| NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards | Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices |
| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> |

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| at least two tables and describe the process, and explain the report results. | |
| <p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p> | <p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards</p> |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>English: Reading excerpts from primary sources and written responses (DBQs and NJSLs based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p> |

| Unit 5: The 20th Century since 1945: Challenges for the Modern World | | | |
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| Content Standards | Critical Knowledge & Skills ("Unpacked" Standards) | Content-Specific Practices (when applicable) | Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| <p style="text-align: center;">6.2.12.A.5.a</p> <p>Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).</p> | <p>How did communism spread in Europe and Asia?</p> <p>Are capitalism and communism inherently incompatible?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> | <p>Use source documents to analyze the outbreak of the Cold War</p> <p>Compose an interview with a Cold War political leader</p> <p>Choose a Cold War related event and write two</p> |

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| <p>6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p> | <p>Is it possible to be a non-aligned country in a “super-power” controlled world?</p> | <p>Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p> | <p>newspaper articles, one from each of the opposing sides.</p> <p>Highlight the First, Second, and third Worlds on a blank map of the world.</p> |
| <p>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.</p> <p>6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> | <p>What are the positive and negative impacts of independence on former colonies after years of imperialism?</p> <p>What were the reasons for the collapse of the Soviet Union?</p> | <p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p> | <p>Choose a Third World leader and compose a political speech for them that accurately outlines their views.</p> <p>Compose a thematic essay dealing with corruption in newly independent nations</p> <p>Devise a list of realistic suggestions to reduce the conflict/ violence in Israel/ Palestine.</p> |

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| | | Summary and analysis of guest speakers | |
| <p>6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p> <p>6.2.12.C.5.e Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.</p> | <p>In order for any democracy to be successful, what factors must be present?</p> <p>Can communism be effective or successful on a large scale without dictatorial control?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Compose an essay on the effectiveness of democracy in newly independent countries.</p> <p>Fictionalize a series of journal entries by Nelson Mandela.</p> <p>Create a dialogue between Mikhail Gorbachev and Deng Xiaoping.</p> <p>Write an essay that analyzes whether the fall of communism was a positive or negative event for those affected by it.</p> |

| Unit 5 Assessment Plan | |
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| Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides | Tests, Quizzes, Projects |

| Unit 5 Suggested Modifications/Accommodations/Extension Activities | | |
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| English Language Learners (ELL) | Special Education / 504 | Gifted and Talented |

| <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
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| a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases | a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. | a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities) |

| Unit 5 Connections | |
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| NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards | Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices |
| 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. | CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. |
| 21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills | Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards |
| 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, | |

home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).

Math: Interpreting maps and charts.

Science: Discovering sailing and medical innovations