

TOWNSHIP OF UNION PUBLIC SCHOOLS



**Advanced Placement
European History**

July 21, 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

A.P. European History will provide students with the opportunity to earn valuable college credit. It is a labor-intensive course, designed for motivated students who are used to working independently. It is a must for anyone who intends to pursue a college major in the Social Sciences and is recommended for those who will be entering a Liberal Arts Program or those who intend to pursue a Law major in college.

The course will be conducted at a college level; the amount of material mandates that it will be reading and labor intensive. 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. Students who successfully complete the class will come away with a wealth of information as well as critical skills in analysis and communication. Central to this process will be the Document-Based-Question and other open-ended writing responses preparing them for the Advanced Placement European History Exam administered by the College Board in May of the school year.

This college-level course begins where World History left off in freshman year and is designed to be a natural complement to the Humanities course. The curriculum will cover, in depth, the political, social, economic, and cultural history of Europe from the Renaissance to the present. A variety of strategies and processing skills will be incorporated to communicate the content of the course. Primary source documents, individual and group research, as well as selected pieces of art, music and literature will supplement the core material.

As with any Advanced Placement course, the culmination of the year will be taking the A.P. Exam in May affording students the opportunity to earn valuable college credit.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: 1450-1648	45
Unit 2: 1648-1815	45
Unit 3: 1815-1914	45
Unit 4: 1914-Present	45

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 1450-1648</p>	<p>6.2.12.B.2.a 6.2.12.D.2.c 6.2.12.C.2.a 6.2.12.D.2.d 6.2.12.D.2.e 6.2.12.D.2.a 6.2.12.D.2.b 6.2.12.B.2.b 6.2.12.C.1.e 6.2.12.D.1.d 6.2.12.D.1.e 6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.d 6.2.12.D.1.a 6.2.12.A.2.c</p>	<p>Analyze the political, social, and economic factors that caused a Renaissance to begin in the city-states of Italy.</p> <p>Compare and contrast various interpretations of the Renaissance, including those of the Italian scholars and Jacob Burckhardt.</p> <p>Describe the characteristics of the school of thought known as Humanism.</p> <p>Assess the importance of new technology and new ideas on the Renaissance.</p> <p>Analyze the growing effect of literacy on European women during the time period.</p> <p>Trace the growing worth of the individual during the Renaissance.</p> <p>Investigate the defining elements of the visual arts during the Renaissance.</p> <p>Compare and contrast the Renaissance in Italy to the Renaissance in Northern Europe.</p> <p>Analyze how Renaissance political theory shaped a new political reality throughout Europe.</p> <p>Analyze the development of corruption in the Catholic Church during the Middle Ages.</p> <p>Identify the political, social, and economic factors that weakened the church's authority.</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 ● Written responses to queries ● Summary and Analysis of Videos/Documentaries/Films

		<p>Describe the heretical movements during the 14th & 15th centuries as forerunners of the Reformation.</p> <p>Analyze the theological outlook of Martin Luther and his conflict with the papacy in Rome.</p> <p>Assess the impact of the printing presses on the spread of Reformation ideas.</p> <p>Contrast the religious views of John Calvin with those of Martin Luther and with those of the Catholic Church.</p> <p>Describe how political developments in central Europe aided the spread of Reformation ideas.</p> <p>Assess the distinctly political nature of the Reformation in England.</p> <p>Analyze the social impact of the Reformation throughout Europe.</p> <p>Trace the development of the Catholic / Counter Reformation.</p> <p>Explain how the divisiveness of the Reformation caused an era of warfare during the 16th and 17th centuries.</p> <p>Identify the factors that motivated a new interest in European exploration.</p> <p>Identify major explorers and the regions to which they traveled.</p> <p>Assess the impact of European expansion on indigenous populations around the world.</p> <p>Trace the development of the new type of slave trade promoted by European expansion.</p>	<ul style="list-style-type: none"> ● Summary and analysis of guest speakers
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		<p>Predict the effect of the voyages of discovery on the development of European imperialism.</p> <p>Describe the economic policy of mercantilism.</p>	
<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p><u>https://apstudent.collegeboard.org/apcourse/ap-european-history</u> <u>https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-european-history-course-and-exam-description.pdf</u> <u>http://www.njamistadcurriculum.net/history/unit/ancient-africa</u> <u>https://www.albert.io/ap-european-history</u> <u>https://www.primarysource.org/</u> <u>http://historynewsnetwork.org/</u> <u>http://www.history.com/</u> <u>http://www.cnn.com/cnn10</u> <u>http://www.nationalgeographic.com/</u> <u>https://quizlet.com/13958480/ap-euro-explorers-flash-cards/</u> <u>https://www.gilderlehrman.org/content/study-aid-major-european-explorers</u></p>		

<p>Unit 2 1648-1815</p>	<p>6.2.12.A.2.a</p> <p>6.2.12.A.2.b</p> <p>6.2.12.A.2.c</p> <p>6.2.12.A.3.a</p> <p>6.2.12.A.3.c</p> <p>6.2.12.D.2.d</p> <p>6.2.12.D.3.a</p>	<p>Identify the causes of the development of the modern centralized state.</p> <p>Describe the characteristics of the new nation states including growing bureaucratization.</p> <p>Trace the development of a permanent mercenary army with the growing need to tax.</p> <p>Describe the Golden Age of Spain and the reasons for its decline.</p> <p>Compare and contrast the concept of an absolute monarchy in France and Russia.</p> <p>Trace the development of a limited monarchy and constitutionalism in England.</p> <p>Explain contributions of specific thinkers to the development of a new scientific model.</p> <p>Assess the impact of the new science on philosophy, religion, politics, and economics.</p> <p>Analyze the cause effect relationship of the Scientific Revolution and the Enlightenment.</p> <p>Explain the political ramifications of Enlightenment ideas.</p> <p>Trace the expanding role of women in the 18th century.</p> <p>Analyze the changing relationship between science and religion.</p> <p>Describe the impact of the scientific revolution and the enlightenment on art and music.</p>	
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		<p>Differentiate between the effects of the enlightenment on eastern, western, and central Europe.</p> <p>Describe the geopolitical climate of Europe during the 18th century.</p> <p>List the economic and social factors that weakened the French monarchy and forced the king to call the Estates General.</p> <p>Assess the impact of Enlightenment ideas and the American Revolution in causing the French Revolution.</p> <p>Trace the major events of the French Revolution from the calling of the Estates General to the rise of Napoleon.</p> <p>Describe the impact of the French Revolution and the Declaration of the Rights of Man and Citizen on French society.</p> <p>Analyze the role of Napoleon Bonaparte as the “man of the age” along with his impact on European politics in general and France in particular.</p> <p>Assess the importance of the French Revolution as the first truly nationalistic movement.</p> <p>Detail the reorganization of France under both the Revolution and Napoleon.</p> <p>Identify the major events of Napoleon’s military and political career.</p>	
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<p>Suggested Resources Provide links to specific resources/activities</p>	<p><u>A History of Western Society.</u> <u>https://apstudent.collegeboard.org/apcourse/ap-european-history</u> <u>https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-european-history-course-and-exam-description.pdf</u> <u>https://www.albert.io/ap-european-history</u> <u>https://www.primarysource.org/</u> <u>http://historynewsnetwork.org/</u> <u>http://www.history.com/</u> <u>http://www.cnn.com/cnn10</u> <u>http://www.nationalgeographic.com/</u> <u>https://www.donquijote.org/spanish-culture/history/spanish-golden-age/</u> <u>https://www.jacobinmag.com/2015/07/french-revolution-bastille-day-guide-jacobins-terror-bonaparte/</u> <u>https://plato.stanford.edu/entries/enlightenment/</u></p>	
<p>Unit 3 1815-1914</p>	<p>6.2.12.A.3.c</p> <p>6.2.12.A.3.d</p> <p>6.2.12.A.3.e</p> <p>6.2.12.A.3.f</p> <p>6.2.12.B.3.b</p> <p>6.2.12.C.3.a</p> <p>6.2.12.C.3.b</p>	<p>Trace the technological advancements in agriculture that created the work force necessary for an industrial revolution to occur.</p> <p>Analyze the role of the factory system in changing the economy and society of Europe.</p> <p>Identify the elements that insured that the Industrial Revolution would begin in England.</p> <p>Describe the positive and negative effects of the process of urbanization.</p> <p>Describe the political implications of the Industrial Revolution throughout Europe.</p> <p>Explain how the Congress of Vienna attempted to undo the accomplishments of the French Revolution.</p> <p>Debate whether the Age of Metternich was successful or not.</p>

	<p>6.2.12.C.3.c</p> <p>6.2.12.C.3.d</p> <p>6.2.12.D.3.a</p> <p>6.2.12.D.3.b</p>	<p>Define the new ideologies of Nationalism, Liberalism, Conservatism, Imperialism, and explain how each influenced European politics.</p> <p>Describe how Nationalism, begun during the French Revolution, continued to evidence itself in independence movements in other parts of the world.</p> <p>Trace how Nationalism resulted in the formation of two new nations, Germany and Italy, and how it destabilized the political climate of Eastern Europe.</p> <p>Compare and contrast the struggle between liberalism and conservatism in England, France, and Russia.</p> <p>Describe revolutionary movements of the 19th Century including the Decembrist Revolt and the Revolutions of 1830 and 1848.</p> <p>Analyze how the competitive nature of European foreign policy led to increased tensions focusing on the Crimean War and the Berlin Conference.</p> <p>Trace how the policy of imperialism resulted in the geopolitical domination of the world by Europe.</p> <p>Describe the political climate in England during the reign of Queen Victoria.</p> <p>Trace political events in France from the Bourbon Monarchy through the Third Republic and examine how the new political repression in Russia would inevitably lead that country to revolution.</p> <p>Investigate the impact of Darwinism and Freudianism on European society.</p>	
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		<p>Trace trends in European art and music throughout the 19th century.</p> <p>Analyze the changing role of literature throughout the 19th century.</p> <p>Analyze the nature of existentialism as a new philosophical movement.</p> <p>Evaluate how population changes affect society</p>	
<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p><u>A History of Western Society.</u> <u>https://apstudent.collegeboard.org/apcourse/ap-european-history</u> <u>https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-european-history-course-and-exam-description.pdf</u> <u>https://www.albert.io/ap-european-history</u> <u>https://www.primarysource.org/</u> <u>http://historynewsnetwork.org/</u> <u>http://www.history.com/</u> <u>http://www.cnn.com/cnn10</u> <u>http://www.nationalgeographic.com/</u> <u>https://quizlet.com/4517876/ap-euro-unit-7-ids-flash-cards/</u> <u>https://hti.osu.edu/world-war-one/main/lessonplans/why did they fight</u></p>		

<p>Unit 4 1914-Present</p>	6.2.12.B.2.a	Trace how the alliance system and arms race of the late 19 th Century was a product of both European nationalism and imperialism.	
	6.2.12.D.2.c	Compare the conduct and strategy of the First World War with previous military altercations.	
	6.2.12.C.2.a	Analyze the events that led to two separate Russian Revolutions.	
	6.2.12.D.2.d	Assess the effectiveness of the Treaty of Versailles, comparing it with the Congress of Vienna.	
	6.2.12.D.2.e	Measure the impact of economic conditions in Europe in the 1920's and 1930's on political developments including fascism and Nazism.	
	6.2.12.D.2.a	Analyze the conduct and strategy of the Second World War.	
	6.2.12.D.2.b	Assess whether the Holocaust was the culmination of a long tradition or an original phenomenon.	
	6.2.12.B.2.b	Analyze social trends in Europe during the first half of the 20 th century.	
	6.2.12.C.1.e	Trace the causes and developments of the Cold War.	
	6.2.12.D.1.d	Analyze the causes of the collapse of communism.	
	6.2.12.D.1.e	Compare and contrast the changing role of women and youth during the second half of the 20 th Century. Assess the impact of political and social events on the arts.	
	6.2.12.C.1.b	Trace political events in major European countries during this era.	
	6.2.12.C.1.c	Evaluate the relationship between technological advancement and mass culture.	
	6.2.12.C.1.d		
6.2.12.D.1.a			

		<p>Assess the growth of the environmental movement as a result of technological advancement.</p> <p>Trace the relationship between Europe and the United States.</p> <p>Compare the impact of terrorist activities in various regions throughout Europe.</p>	
<p>Suggested Resources <i>Provide links to specific resources/ activities</i></p>	<p><u>A History of Western Society.</u> <u>https://apstudent.collegeboard.org/apcourse/ap-european-history</u> <u>https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-european-history-course-and-exam-description.pdf</u> <u>https://www.albert.io/ap-european-history</u> <u>https://www.primarysource.org/</u> <u>http://historynewsnetwork.org/</u> <u>http://www.history.com/</u> <u>http://www.cnn.com/cnn10</u> <u>http://www.nationalgeographic.com/</u> www.state.nj.us/education/holocaust/curriculum/ <u>https://www.history.com/topics/world-war-i</u> <u>https://www.history.com/topics/cold-war/cold-war-history</u> <u>https://www.history.com/news/pink-triangle-nazi-concentration-camps</u></p>		

Curricular Units

Unit 1: 1450-1648

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<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.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.</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.d Analyze the impact of new intellectual, philosophical, and</p>	<p>How did Great Britain establish its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems?</p> <p>How did industrialization take root in continental Europe, sometimes following the British example, sometimes benefitting from state sponsorship?</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>Students and instructor engage in daily Socratic Seminar Shared Inquiry.</p> <p>Students describe the tenets of Humanism through primary sources of humanist writers.</p> <p>Students compare essays that analyze humanism using primary sources.</p> <p>Students compose essay critique of Burckhardt’s notion of the Renaissance.</p> <p>Students identify Renaissance artists by viewing architecture, paintings and sculptures.</p> <p>Students compare Northern and Italian Renaissances using primary sources.</p> <p>Students identify Baroque artistic styles by viewing works of art.</p> <p>Students trace political developments in central Europe coinciding with the spread of Reformation ideas on timeline.</p> <p>Students discuss the political nature of the Reformation in England and debate the extent of change.</p> <p>Students identify the causes and components of the development of the modern centralized state.</p>

<p>scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</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>6.2.12.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>Why did more areas of Europe experience industrial activity, and industrial processes increase in scale and complexity during the second industrial revolution (c. 1870–1914)?</p>		<p>Students create a timeline of the Thirty Years War.</p> <p>Students compare and analyze maps of Europe before and after the Thirty Years War.</p> <p>Students compare the historical interpretations of the Thirty Years War espoused by Friedrich and Holborn and compose an essay critique.</p> <p>Students list incidents of corruption in the Catholic Church.</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.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>6.2.12.B.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.c</p>	<p>Why did industrialization promote the development of new classes in the industrial regions of Europe?</p> <p>Why did Europe experience rapid population growth and urbanization, leading to social dislocations?</p> <p>How did the Industrial Revolution alter the family structure and relations for bourgeois and working-class families over time?</p> <p>How did wages and the quality of life for the working class improve because of laws restricting the labor</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>Students discuss the theological outlook of Martin Luther and his conflict with the papacy in Rome.</p> <p>Students create graphic organizer that compares and contrasts opposing religious views.</p> <p>Students debate the position of the Catholic Church and the various Protestant thinkers.</p> <p>Students create map that traces the spread of Protestantism.</p> <p>Students compose essay critique Elton's political interpretation of the Reformation in Germany.</p> <p>Students debate the effectiveness of the Catholic / Counter Reformation.</p> <p>Students compose essay critique Olin's interpretation of Catholic reform.</p>

<p>Relate the development of more modern banking and financial systems to European economic influence in the world.</p>	<p>of children and women, social welfare programs, improved diet, and the use of birth control by the end of the 19th century?</p> <p>Why did a heightened consumerism develop as a result of the second industrial revolution?</p>	<p>Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Students create a timeline of events surrounding the French Civil Wars and the Dutch Revolt.</p> <p>Students discuss and assess the success of <i>politiques</i> in dealing with religious conflict.</p> <p>Students create a hierarchy of factors that motivated a new interest in European exploration.</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>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.1.e Assess the impact of economic, political, and social policies and practices regarding</p>	<p>How did the persistence of primitive agricultural practices and land-owning patterns cause some areas of Europe to lag behind in industrialization while facing famine, debt, and land shortages?</p> <p>Why did ideologies develop and take root throughout society as a response to industrial and political revolutions?</p> <p>How did governments respond to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states?</p> <p>How did political movements and social organizations respond to the problems of industrialization?</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>Students identify routes of exploration on a map.</p> <p>Students debate the legacy of Christopher Columbus.</p> <p>Students brainstorm the impact of European expansion on indigenous populations around the world.</p> <p>Students describe the economic policy of mercantilism.</p> <p>Students chart and explain the connection between mercantilism and the slave trade.</p> <p>Students discuss the legacy of exploration in Europe, Africa, and the Americas.</p> <p>Students analyze charts and graphs illustrating population shifts during the 16th and 17th centuries.</p> <p>Students describe the changing quality of life in Europe’s growing cities.</p> <p>Students role play the daily routine of the average European family.</p>

<p>African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</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.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</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.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.</p>	<p>How did the Concert of Europe (or Congress System) seek to maintain the status quo through collective action and adherence to conservatism?</p> <p>Why did the breakdown of the Concert of Europe open the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere?</p> <p>How did the unification of Italy and Germany transform the European balance of power and lead to efforts to construct a new diplomatic order?</p> <p>Why were European nations driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa?</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>Students debate the impact of the Renaissance, Reformation, and changing economy on the status of women.</p> <p>Students brainstorm the impact of European expansion on indigenous populations around the world.</p> <p>Students describe the economic policy of mercantilism.</p> <p>Students chart and explain the connection between mercantilism and the slave trade.</p> <p>Students discuss the legacy of exploration in Europe, Africa, and the Americas.</p> <p>Students analyze charts and graphs illustrating population shifts during the 16th and 17th centuries.</p> <p>Students describe the changing quality of life in Europe's growing cities.</p> <p>Students role play the daily routine of the average European family.</p> <p>Students debate the impact of the Renaissance, Reformation, and changing economy on the status of women.</p>

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		
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>
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.	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.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

Unit 1 Connections	
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.

<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><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 align="center">English: Reading of Informational Text/Writing</p> <p>Short Response: Burckhardt & Burke Short Response: Pico & Castiglione Long Essay: Women in the Renaissance & Reformation Short Response: Friedrich-Religious Interpretation of the Thirty Years War Long Essay: 17th Century & Social Transformations.</p>

Unit 2: 1648-1815

<p align="center">Content Standards</p>	<p align="center">Critical Knowledge & Skills (“Unpacked” Standards)</p>	<p align="center">Content-Specific Practices (when applicable)</p>	<p align="center">Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></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>Why was absolute monarchy established in much of Europe over the course of the 17th and 18th centuries?</p> <p>What challenges to absolutism resulted in alternative political systems?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines</p>	<p>Students and instructor engage in Socratic Seminar Shared Inquiry.</p> <p>Students create a map of Europe identifying political philosophies behind each nation state.</p> <p>Students create a timeline of the development of absolutism or constitutionalism, country by country, throughout Europe.</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>How did dynastic and state interests, along with Europe's expanding colonial empires, influence the diplomacy of European states and frequently lead to war after 1648?</p> <p>How did the French Revolution pose a fundamental challenge to Europe's existing political and social order? How did Napoleon Bonaparte impose French control over much of the European continent while claiming to defend the ideals of the French Revolution and eventually provoke a nationalistic reaction?</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>Students debate the accomplishments and legacy of Louis XIV.</p> <p>Students compose argument that supports either Hobbes' or Locke's concept of government.</p> <p>Students create chart to compare and contrast the concept of an absolute monarchy in western and eastern Europe.</p> <p>Students trace territorial changes throughout Europe by examining maps following the Thirty Years War, War of the Spanish Succession, Great Northern War, War of the Austrian Succession, and Seven Years War.</p> <p>Students list the economic and social factors that weakened the French monarchy and forced the king to call the Estates General.</p> <p>Students debate the importance of Enlightenment ideas versus circumstances in causing the French Revolution.</p> <p>Students create timeline to trace the major events of the French Revolution from the calling of the Estates General to the rise of Napoleon.</p> <p>Students create timeline and map illustrating the career of Napoleon Bonaparte.</p> <p>Students debate the impact of the French Revolution and Napoleon on the status of women.</p> <p>Students compare the causes and downfall of Louis XVI and Napoleon.</p>
<p>6.2.12.A.3.a Explain how and why various ideals (e.g., liberty,</p>	<p>What caused early modern Europe to develop a market economy that</p>	<p>Annotations and close reading activities</p>	<p>Students create a timeline tracing the textile industry from the Agricultural to the Industrious Revolutions.</p>

<p>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.c</p> <p>Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p>	<p>provided the foundation for its global role?</p> <p>How did the European-dominated worldwide economic network contribute to the agricultural, industrial, and consumer revolutions in Europe?</p> <p>How did commercial rivalries influence diplomacy and warfare among European states in the early modern era?</p> <p>Why did small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limit and disrupt the food supply, causing periodic famines in the 17th century?</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>Students analyze charts providing data on life expectancy, population growth, real wages, and imports/exports.</p> <p>Students list new consumer products and food items available in 1800 that were not available in 1600.</p> <p>Students compare global colonial maps from 1600, 1700, and 1800.</p> <p>Students explain the cause effect relationship between the Scientific Revolution and the Enlightenment.</p> <p>Students identify leading enlightenment thinkers through quotes.</p> <p>Students debate the status and role of women in the 18th century, referencing Wollstonecraft and Rousseau.</p> <p>Students explain the political ramifications of Enlightenment ideas and assess the extent of their impact on meaningful change.</p> <p>Students discuss the extent of religious change based Enlightenment tolerance.</p>
<p style="text-align: center;">6.2.12.D.2.d</p> <p>Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p style="text-align: center;">6.2.12.D.3.a</p> <p>Explain how individuals and groups promoted</p>	<p>Why did Europeans begin to escape from the Malthusian imbalance between population and food supply, resulting in steady population growth by the 18th century?</p> <p>Why did cities offer economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families?</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>Students explain the emergence of new theories that connected the social contract and capitalism.</p> <p>Students list examples of Enlightenment and Commercial Revolution influence on the arts.</p> <p>Students evaluate the impact of the Enlightenment on society at large in group discussion.</p> <p>Students explain the roots of religious revival, romanticism, and nationalism, and compare them to Enlightenment values.</p>

<p>revolutionary actions and brought about change during this time period.</p>	<p>How was the consumer revolution of the 18th century shaped by a new concern for privacy, encouraging the purchase of new goods for homes, and creating new venues for leisure activities?</p> <p>How did family and private life reflect new demographic patterns and the effects of the commercial revolution by the 18th century?</p>	<p>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>Students list improvements in diet and medicine and evaluate their impact on population growth.</p> <p>Students analyze charts and maps that illustrate the process of early industrial urbanization.</p> <p>Students debate the social and economic changes caused by early industrialization.</p> <p>Students list new consumer products and trends, and explain the changing values that each represents.</p> <p>Students examine changes in the family and gender relations, and discuss their impact.</p>
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Unit 2 Assessment Plan	
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		
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>
<p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>

Unit 2 Connections	
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	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>

<p>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>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 style="text-align: center;">English: Reading of Informational Text/Writing</p> <p>Short Response: Durand-Absolutism-Myth & Reality Short Response: Becker-The Heavenly City of the 18th Century Philosophers Short Response: The Problem of Enlightened Absolutism DBQ: Napoleon as Reformer</p>

Unit 3: 1815-1914

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>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.</p> <p>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.</p> <p>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.</p>	<p>How did Great Britain establish its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems?</p> <p>How did industrialization take root in continental Europe, sometimes following the British example, sometimes benefitting from state sponsorship?</p> <p>Why did more areas of Europe experience industrial activity, and industrial processes increase in scale and complexity during the second industrial revolution (c. 1870–1914)?</p> <p>Why did industrialization promote the development of new classes in the industrial regions of Europe?</p> <p>Why did Europe experience rapid population growth and urbanization, leading to social dislocations?</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>Students and instructor engage in Socratic Seminar Shared Inquiry.</p> <p>Students list all the advantages that lead to Britain industrializing first.</p> <p>Students critique Heilbroner’s analysis of British industrialization.</p> <p>Students compare chart of British industrial output with real wages for British workers.</p> <p>Students engage in roundtable discussion of working conditions and wages, using views expressed in Stearns and Chapman’s article.</p> <p>Students trace the spread of industrialization on a map of Continental Europe, accounting for regions that industrialized and those that did not.</p> <p>Students analyze chart that compares industrial output of Europe from 1830-1900.</p> <p>Students create table listing technological advancements in production, transportation, communication, and medicine and outlining the benefits of each.</p>

	How did the Industrial Revolution alter the family structure and relations for bourgeois and working-class families over time?		
<p>6.2.12.B.3.b Relate the role of geography to the spread of independence movements in Latin America.</p> <p>6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>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.</p>	<p>How did wages and the quality of life for the working class improve because of laws restricting the labor of children and women, social welfare programs, improved diet, and the use of birth control by the end of the 19th century?</p> <p>Why did a heightened consumerism develop as a result of the second industrial revolution?</p> <p>How did the persistence of primitive agricultural practices and land-owning patterns cause some areas of Europe to lag behind in industrialization while facing famine, debt, and land shortages?</p> <p>Why did ideologies develop and take root throughout society as a response to industrial and political revolutions?</p> <p>How did governments respond to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states?</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>Students create pyramid chart detailing the new industrial class structure.</p> <p>Students analyze charts dealing with life expectancy and infant mortality.</p> <p>Students discuss the living conditions resulting from urbanization and population growth and react to the solutions proposed by Malthus and Ricardo.</p> <p>Students describe the impact of industrialization and reform on workers, the middle class, families, women, and children.</p> <p>Students compare and contrast leisure activities and consumerism during the later Industrial Revolution with the 18th century.</p> <p>Students plot impoverished areas of Europe on a map and discuss the reasons for these patterns.</p> <p>Students create graphic organizer of 19th century ideologies, listing beliefs, followers, social classes, nations, and major accomplishments.</p> <p>Students create chart of political parties, reform movements and workers movement detailing their goals, successes and setbacks.</p> <p>Students critique Ulam's work on Marxism and Riemer and Fout's treatment of women's issues in the 19th century.</p> <p>Students create profile for Metternich detailing his life beliefs and legacy.</p>

			<p>Students debate whether the Age of Metternich was successful or not.</p> <p>Students create timeline of revolutions and revolts from 1815-1848.</p> <p>Students discuss revolutionary movements throughout the 19th century and explain why some succeeded and some failed.</p>
<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.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</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</p>	<p>How did political movements and social organizations respond to the problems of industrialization?</p> <p>How did the Concert of Europe (or Congress System) seek to maintain the status quo through collective action and adherence to conservatism?</p> <p>Why did the breakdown of the Concert of Europe open the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere?</p> <p>How did the unification of Italy and Germany transform the European balance of power and lead to efforts to construct a new diplomatic order?</p> <p>Why were European nations driven by economic, political, and cultural motivations in their new</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>Students compare the theories on the Revolutions of 1848 presented by Sperber and Weiss and compose an essay critique supporting one or the other.</p> <p>Students design chart that compares developments in France, Italy, Germany, and Russia, focusing on nationalism and modernization.</p> <p>Students discuss the career of Bismarck and debate his motives and methods in achieving German unification.</p> <p>Students create chart and map illustrating the new system of alliances from 1880-1900.</p> <p>Students create a chronological global map illustrating the evolution of European imperialism.</p> <p>Students design a table listing the motives and technological advancements that led to the drive for colonies.</p> <p>Students compose essay critique of Hayes’ contention of nationalism as the primary motive for imperialism.</p> <p>Students create a timeline of imperialist conflicts from 1880-1914, including those with indigenous peoples as well as other European nations.</p>

massive social, economic, and cultural changes.	imperial ventures in Asia and Africa?		<p>Students design an artistic timeline from 1800-1914, listing individuals from all fields.</p> <p>Students discuss how artistic movements mirror social, economic, political, and scientific trends.</p> <p>Students examine a list of writers, composers, and artists and correctly categorize them in their proper movement, while identifying major works.</p> <p>Students debate who presented the greater challenge to the European mind – Darwin or Freud.</p> <p>Students critique Fromm's analysis of Freud.</p>
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Unit 3 Assessment Plan	
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 3 Suggested Modifications/Accommodations/Extension Activities		
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 h. Highlight Key Words & Phrases 	<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. f. Establish a non-verbal cue to redirect student when not on task. 	<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 3 Connections

<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the NJ Career Readiness Practices</p>
<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>
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p align="center">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 align="center">English: Reading of Informational Text/Writing</p> <p>Short Response: Stearns & Chapman-Progress or Decline</p> <p>Long Essay: Hinsley & Holburn-European Liberalism</p> <p>Short Response: Holborn-German Unification</p> <p>Short Response: Reimer & Fout-European Women</p>

Unit 4: 1914-Present

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>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.A.5.a 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>Why did World War I, caused by a complex interaction of long- and short-term factors, result in immense losses and disruptions for both victors and vanquished?</p> <p>How did the conflicting goals of the peace negotiators in Paris pit diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few?</p> <p>During the interwar period, how did fascism, extreme nationalism, racist ideologies, and the failure of appeasement result in the</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>Students and instructor engage in Socratic Seminar Shared Inquiry.</p> <p>Students fill in a “domino” graphic organizer listing the events leading to the outbreak of WWI in chronological order.</p> <p>Students critique Stromberg’s contention of militant patriotism causing WWI.</p> <p>Students read selection from <u>All Quiet on the Western Front</u> while sitting in trench-like conditions.</p> <p>Students place the major campaigns/battles of WWI on a blank map.</p> <p>Students describe all of the elements of total war.</p> <p>Students apportion blame for WWI on a pie chart, then compare their vision with the Versailles Settlement.</p> <p>Students analyze the positions of Clemenceau and Wilson using primary sources.</p> <p>Students use primary source to assess the British view of appeasement.</p> <p>Students place the major campaigns/battles of the Second World War on a blank map, highlighting the most critical events.</p>

	catastrophe of World War II, and present a grave challenge to European civilization?		<p>Students read primary sources on the Holocaust, then analyze charts and graphs of the death toll.</p> <p>Students critique Goldhagen's <u><i>Hitler's Willing Executioners</i></u>.</p> <p>Students create table of early Cold War events, expressing both the Soviet and American viewpoints.</p>
<p>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.</p> <p>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.</p> <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>6.2.12.B.5.b Analyze the reasons for the Cold War and the</p>	<p>As World War II ended, why did a Cold War between the liberal democratic West and the communist East begin and last nearly half a century?</p> <p>In response to the destructive impact of two world wars, why did European nations begin to set aside nationalism in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century?</p> <p>How did nationalist and separatist movements, along with ethnic</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>Students critique Gormly's <u><i>Origins of the Cold War</i></u>.</p> <p>Students discuss the connection between the Cold War and the Western Renaissance, analyzing charts of economic growth.</p> <p>Students discuss the impact of Cold War policies on Eastern Europe.</p> <p>Students describe the ethnic violence in the Balkans in the post-communist era.</p> <p>Students trace the evolution of Europe's relationship with the rest of the world from Versailles neo-imperialism, through de-colonization, to globalization.</p> <p>Students trace the events associated with European unity from its origins through the Greek debt crisis, and submit report – "Has the concept of European unity succeeded or not?"</p> <p>Students create timeline of the Russian Revolution from the March Revolution through the Civil War.</p>

<p>collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>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.</p>	<p>conflict and ethnic cleansing, periodically disrupt the post-World War II peace?</p>		<p>Students critique Florinsky and Daniels and their outlooks on the revolutions during 1917.</p> <p>Students discuss the tenets of fascism and the climate that made its rise possible.</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 economic theory and practice.</p> <p>6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life,</p>	<p>How did the process of decolonization occur over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states?</p> <p>How did the Russian Revolution create a regime based on Marxist-Leninist theory?</p> <p>Why did the ideology of fascism, with roots in the pre-World War I</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>Students compare Kedward and Fischer and their views on fascism and Nazism.</p> <p>Students analyze chronological tables of unemployment statistics and correlate them with the influence of the Great Depression on European politics.</p> <p>Students debate the successes and shortcomings of the postwar welfare state.</p> <p>Students create a flowchart of Soviet Russian leadership from Joseph Stalin through Vladimir Putin.</p> <p>Students critique Lukacs' <i>The Short Century—It's Over</i>.</p>

<p>and destruction of property).</p> <p>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.</p> <p>6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.</p> <p>6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p> <p>6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address</p>	<p>era, gain popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability?</p> <p>How did the Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermine Western European democracies and foment radical political responses throughout Europe?</p> <p>Why did postwar economic growth support an increase in welfare benefits yet stagnate subsequent economic growth leading to criticism and limitation of the welfare state?</p>	<p>Summary and analysis of guest speakers</p>	<p>Students research the crisis in the Crimea/Ukraine and Russian interventionism. They write a report that links both to as many previous events and trends covered during the course.</p> <p>Students critique Wohl's – <u><i>The Generation of 1914 – Disillusionment</i></u>.</p> <p>Students design a cause and effect chart detailing innovations in science and technology and their effects on European society, both positive and negative.</p>
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<p>economic imbalances and social inequalities.</p> <p>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.</p> <p>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.</p> <p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p>			
<p>6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p>	<p>Why was 20th century art defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines</p>	<p>Students view/listen to examples from the arts and discuss the general trends that they represent.</p> <p>Students analyze tables detailing the 20th century death toll resulting from genocides and weapons of mass destruction.</p>

<p>6.2.12.D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p>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.</p> <p>6.2.12.D.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>6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p> <p>6.2.12.D.4.l Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers</p>	<p>How was the 20th century characterized by large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living?</p> <p>How were the lives of women defined by family and work responsibilities, economic changes, and feminism?</p> <p>Why did new voices gain prominence in political, intellectual, and social discourse?</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>Students will read and discuss the passage about the “Pink Triangle” and the concentration camps.</p> <p>Students analyze charts dealing with wages, GDP, and the happiness index. Students use previous statistical information to debate the overall benefits/detriments of technology in the 20th century.</p> <p>Students create chart comparing real wages for women versus men in the 20th century.</p> <p>Students engage in roundtable discussion of the role of the United States and American consumerism/culture on postwar Europe.</p> <p>Students examine charts detailing immigration patterns since the end of the Second World War.</p> <p>Students critique Tariq Ramadan’s <u><i>Western Muslims and the Future of Islam</i></u>.</p> <p>Students research the “<i>Je suis Charlie</i>” violence and the migrant crisis of 2015 and write a report that links both to as many previous events and trends covered during the course.</p>
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<p>during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>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.</p>			
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Unit 4 Suggested Modifications/Accommodations/Extension Activities		
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>
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	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 4 Connections	
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	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

<p>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>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>
<p style="text-align: center;">21st Century Skills</p> <p style="text-align: center;"><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</p> <p style="text-align: center;"><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 style="text-align: center;">English: Reading of Informational Text/Writing</p> <p>Short Response: Daniels-Red October-The Bolshevik Revolution of 1917</p> <p>Short Response: Wohl-The Generation of 1914-Disillusionment</p> <p>Short Response: Fischer-Hitler and Nazism</p> <p>Short Response: Gormly-Origins of the Cold War</p>