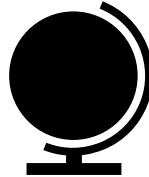


RIVER DELL REGIONAL SCHOOL DISTRICT



Content: Global Studies and world history from 1335 C.E. through the modern era

Course: World History 9

Alignment: 2020 NJSLS

BOE born on: September 2021

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Introduction

World Civilizations is a full year, chronological/thematic study of the development of Western and non-Western civilizations since 1350. The course examines the major themes, movements, events, as well as individuals who have shaped modern global society and values from the Renaissance through the twentieth century. Students examine the evolution of both Western and non-Western cultures, which have shaped contemporary international issues and institutions. Students will develop an increased depth of understanding of our global society. They will analyze and discuss the fundamental principles and values of American democracy and citizenship. of local, state, national, and global communities in the digital age.

Mission:

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision:

World history helps prepare young people for college studies, international experience, and active participation in civic life so studying World history helps students better understand the complexity of human interrelations how and why the world got to be the way it is. World history is the shared knowledge that citizens, whatever their country of allegiance, need to be able to collaborate in order to function, and thrive, in the twenty-first century. Cultural literacy is an extension of this knowledge and a product of studying world history with a global perspective. (Adapted from World History for Us All)

Scope and Sequence:

The course is organized around 8 units that are designed to establish the critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale. The sequence of units highlights the importance of understanding the past and key historical concepts, from various perspectives combining civic ideals and participatory citizenship.

Overall:

- Unit 1: Global Interactions and Colonialism, Pre-Renaissance/Feudalism (4 weeks)
- Unit 2: Renaissance (1350–1700) (5 weeks)
- Unit 3: Reformation (1350–1700) (4 weeks)
- Unit 4: Scientific Revolution (1350–1700) (4 weeks)

- Unit 5: Enlightenment (1350–1700) (4 weeks)
- Unit 6: Age of Revolutions: Political and Industrial Revolutions (1750–1914) (5 weeks)
- Unit 7: Age of Revolutions: Imperialism, Reform and Global Impact (1750–1914) (5 weeks)
- Unit 8: Half-Century of Crisis and Achievement: The Era of the Great Wars and Contemporary Issues (3 weeks)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (*This will be modified based off of content*)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its

economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I: Global Interactions and Colonialism, Pre-Renaissance/Feudalism (4 Weeks)

Core Ideas	Geographic data can be used to analyze variations in spatial patterns; Human settlement activities impact the environmental and cultural characteristics of specific places and regions; understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups		
Essential Questions	<ul style="list-style-type: none"> • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? • How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? • How have scientific and technological developments over the course of history changed the way people live and economies and government's function? • To what extent is Afghanistan feudal, especially with regard to its treatment of women? • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? • How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? 		
Enduring Understanding	<ul style="list-style-type: none"> • Feudalism—an agrarian society with strict social hierarchy where most were serfs, and few were in positions of power-- prevailed throughout most of human history basically until the Industrial Revolution. • A feudal government or society based on might-makes-right tends to stifle democracy. • Throughout the centuries, religion has guided the beliefs and actions of millions around the globe. It has brought people together and torn them apart. 		
Practice	Developing questions and planning inquiry; gathering and evaluating sources; presenting arguments and explanations		
Performance Expectations	<ul style="list-style-type: none"> • Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century. • Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. • Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries. • Relate the rise of the Internet and social media to global economy. • Evaluate the impact of terrorist movements on governments, individuals and societies. • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Assess how point of view or purpose shapes the content and style of a text. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information • Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

<p>6.2.12.GeoSV.1.a 6.2.12.GeoPP1.a 6.2.12.HistoryCC.5.g 6.2.12.EconGE.6.c 6.2.12.HistoryCC.6.a 6.3.12.HistoryCA.2 6.3.12.HistoryCA.2 NJLSA.R1 NJLSA.R6 NJLSA.R10 RH.9-10.1 RH.9-10.9</p>	<ul style="list-style-type: none"> • Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century. • Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. • Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries. • Relate the rise of the Internet and social media to global economy. • Evaluate the impact of terrorist movements on governments, individuals, and societies. • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Assess how point of view or purpose shapes the content and style of a text. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information • Compare and contrast treatments of the same topic, or of various 	<ul style="list-style-type: none"> • Black Death Primary Source assignment • <i>Venn diagram comparing the Black Death and COVID</i> • <i>Decline of Feudalism reading and critical thinking questions</i> • <i>EDPuzzle feudalism</i> • <i>Malala Interview w/Jon Stewart</i> • <i>Video: Taliban's War on Women (2012)</i> • Benchmark essay: <i>Comparing feudalist Europe to feudalist Afghanistan</i> • <i>Feudalism Quizlet terms/Bingo game</i> 	<ul style="list-style-type: none"> • Actively Learn- www.activelylearn.com • EDPuzzle: edpuzzle.com • YouTube: www.youtube.com/watch?v=iSV7vPN99w4 • YouTube: www.youtube.com/watch?v=giGL6YY6oMs
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	perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.			
Key Vocabulary	Feudalism, Zero Sum Gain, Hierarchy, Open Field System, Tithe, Simony, Heresy, Anti-Semitism, Black Death, Printing Press, Canon Law, Serfs, Vassals, Nobles			
Evidence of Learning	Formative and Summative Assessments; debates; Compare and Contrast activities; class discussion and analysis			
Interdisciplinary Connections	Students read primary/secondary sources and write essays that align to ELA writing and reading standards; public speaking NJSLSA.R1 NJSLSA.R6 NJSLSA.R10 RH.9-10.1 RH.9-10.9			
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking. Engaging in Malala’s perspective with Taliban and other terrorist groups; interview viewing and reading of primary sources; address contemporary issues with women’s rights and certain Middle Eastern countries today.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.			
Computer Science and Design Thinking	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoint.			
Social Emotional Learning	Social Awareness; Problem Solving			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technology	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessments	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projects

	<ul style="list-style-type: none"> • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<p>assignments/assessments/short-term goals (Planner Microsoft)</p> <ul style="list-style-type: none"> • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit II: Renaissance 1350-1700 (5 Weeks)

Core Ideas	<ul style="list-style-type: none"> Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. Economic globalization affects economic growth, labor markets, rights guarantee, the environment, resource allocation, income distribution, and culture. Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
Essential Questions	<ul style="list-style-type: none"> How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? How have scientific and technological developments over the course of history changed the way people live and economies and government's function? To what extent is Afghanistan feudal, especially with regard to its treatment of women? How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
Enduring Understanding	<ul style="list-style-type: none"> A revolution in banking begun by the Medicis helped kickstart the Renaissance in Florence, Italy. The Medicis were the first great patrons of art by encouraging artists to sign their work, whereas previously the art was used to glorify the church, so the artist was previously unmentioned. The Renaissance that began in Europe was a culmination of diverse cultures from the Muslim Empire, India, and China impacting Florence Italy and later western Europe through trade. New ideas such as secularism, humanism, and individualism challenged long held assumptions in Europe's trading centers such as in Florence, Venice, and London. Changes in economies, politics, and society impacted artistic expression. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Assess how point of view or purpose shapes the content and style of a text. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
Practice	Developing evidence and planning inquiry; seeking diverse perspectives; engaging in civil discourse and critiquing conclusions
Performance Expectations	<ul style="list-style-type: none"> Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest. Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. 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. Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

	<ul style="list-style-type: none"> Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa. Relate the development of more modern banking and financial systems to European economic influence in the world. Explore the factors that laid the foundation for the Renaissance. (i.e., Asian and Islamic, Ancient Greek and Roman innovations) 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.12.HistoryCC.1.a 6.2.12.HistoryCC.1.b 6.2.12.HistoryCC.1.c 6.2.12.HistoryCC.1.d 6.2.12.CivicsPR.2.a 6.2.12.EconGE.2.a 6.2.12.HistoryCC.2.b 6.3.12.HistoryCA.2 6.3.12.HistoryCA.2 NJSLSA.R1 NJSLSA.R6 NJSLSA.R10 RH.9-10.1 RH.9-10.9	<ul style="list-style-type: none"> Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest. Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. 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. Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa. Relate the development of more modern banking and financial systems to European economic influence in the world. Explore the factors that laid the foundation for the Renaissance. (i.e., Asian and Islamic, Ancient Greek and Roman innovations) Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Analyze a current foreign policy issue by considering current and historical 	<ul style="list-style-type: none"> Renaissance Art Analysis How Did Black Death Lead to Renaissance Essay Renaissance Letter to Family with Rubric Assignment Compare and contrast Machiavelli's <i>The Prince</i> with <i>A Child's Machiavelli</i> 	<ul style="list-style-type: none"> Renaissance Quizlet Machiavelli readings; A Child's Machiavelli Medici Family PBS Programs Renaissance Art Primary Sources Renaissance Quizlet

	<p>perspectives, examining strategies, and presenting possible actions</p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Assess how point of view or purpose shapes the content and style of a text. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information • Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. 		
Key Vocabulary	Renaissance Art, Humanism, Secularism, Individualism, Renaissance Man, Perspective, Rebirth, Vernacular, Florence, Michelangelo, DeMedici, Machiavelli, Printing Press		
Evidence of Learning	Compare and contrast historical versus modern banking systems throughout the world; analyze conflicts and various motivations of slave trade and its impact in contemporary issues; analyze art through primary and secondary sources; technology then and now		
Interdisciplinary Connections	<p>Students read primary/secondary sources and write essays that align to ELA writing and reading standards; analysis of Renaissance art and how contemporary art relates.</p> <p>NJSLSA.R1. NJSLSA.R6. NJSLSA.R10. RH.9-10.1. RH.9-10.9</p>		
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking.		
Career Readiness, Life Literacies, and Key Skills	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)		
Computer Science and Design Thinking	<p>8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p> <p>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoint.</p>		
Social Emotional Learning	Self-Awareness; Social Awareness; Relationship Skills		

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit III: Reformation 1350-1700 (4 Weeks)

Core Ideas	<ul style="list-style-type: none"> Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. Chronological sequencing serves as a tool for analyzing past and present events. 		
Essential Questions	<ul style="list-style-type: none"> What were the goals and beliefs of the Protestant Reformation? Who were the key reformers during the Protestant Reformation? What were the major complaints of the reformers? What impact did the Protestant Reformation have on political and social aspects of the Roman Catholic Church? How does technology impact the flow of information? In what ways does technological innovation lead to change in government, economics, and society? Explain how freedom of religion or the lack thereof impacted the governance, economics, and politics of societies. 		
Enduring Understanding	<ul style="list-style-type: none"> Technology has the power to change the course of human history, as the printing press availed people of the opportunity to read for themselves and thereby think for themselves. The printing press would prove to be one of the most impactful inventions in human history with positive and negative results. The leading thinkers of the Protestant and Catholic Reformations promulgated groundbreaking ideas. They leave complicated legacies that continue to influence cultures across the globe. Martin Luther has a complicated legacy as an icon of free speech and proponent of hateful rhetoric against Muslims, Jews, and Catholic clergy. William Penn leaves a complicated legacy as a proponent of religious tolerance in Philadelphia yet supported the enslavement of Africans. John Calvin leaves a complicated legacy as a stern preacher of moral excellence who excommunicated—burnt to the stake—religious dissidents. Values from the Protestant Reformation leave an indelible mark on American Character (i.e. the American Dream and Protestant Work Ethic): tolerance, hard work, and boldness to speak your truth. 		
Practice	Seeking diverse perspectives; presenting arguments and explanations; developing questions and planning inquiry		
Performance Expectations	<ul style="list-style-type: none"> Determine the factors that led to the Reformation and the impact on European politics Assess the impact of the printing press and other technologies developed on the dissemination of ideas. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Assess how point of view or purpose shapes the content and style of a text. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.c 6.3.12.HistoryCA.2 6.3.12.HistoryCA.2 NJSLSA.R1 NJSLSA.R6 NJSLSA.R10 RH.9-10.1 RH.9-10.9	<ul style="list-style-type: none"> Determine the factors that led to the Reformation and the impact on European politics Assess the impact of the printing press and other technologies developed on the dissemination of ideas. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Assess how point of view or purpose shapes the content and style of a text. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. 	<ul style="list-style-type: none"> Martin Luther Essay (variations of this document for differentiation of class levels exist as well) Rubric for Essay Review of 95 Theses and their meaning Primary Source Readings from John Tetzel and Martin Luther with analysis exercise 	<ul style="list-style-type: none"> Movie: Luther: https://www.youtube.com/watch?v=C8x-mKwfc9k 95 Theses 95 Theses The Spark for the Reformation: Indulgences by John Tetzel and Justification by Faith by Martin Luther
Key Vocabulary	Wealth of Catholic Church; simony; nepotism; indulgences; tithe; printing press; dissemination of ideas		
Evidence of Learning	Cause and effect of technology and printing press; analysis of church corruption to lay foundation for future religions; cause and effect of Martin Luther's teachings		
Interdisciplinary Connections	Students read primary/secondary sources and write essays that align to ELA writing and reading standards; public speaking and debates; religious integrations as new religions are formed NJSLSA.R1 NJSLSA.R6		

	NJSLSA.R10 RH.9-10.1 RH.9-10.9
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking.
Career Readiness, Life Literacies, and Key Skills	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
Computer Science and Design Thinking	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoint.
Social Emotional Learning	Self-management; self-awareness

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting

		<ul style="list-style-type: none">• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Visual cue or signs• Rephrase of questions and directions• Partner or group work on skill development• Assistance by instructional videos or curated videos online	<ul style="list-style-type: none">• Use of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">• Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit IV: Scientific Revolution 1350-1700 (4 Weeks)

Core Ideas	<ul style="list-style-type: none"> Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. Complex interacting factors influence people's perspective.
Essential Questions	<ul style="list-style-type: none"> How did scientific ideas move beyond the realm of science and affect society? How did early scientists advance knowledge? What changes led to the dawn of modern science? Why was the Scientific Revolution called a <i>revolution</i>? How did the work of leading scientists contribute to sweeping changes in scientific thinking? What were the new approaches to problem solving? How did they differ from previous approaches to understanding? How did the new approaches of observation and experimentation challenge the authority of the Roman Catholic Church? How did the Scientific Revolution overturn previous concepts of the universe? Who were the major scientists of the Scientific Revolution and what were their major achievements? How did the Scientific Revolution alter how people thought about society, government and culture? How did the Enlightenment take the scientific method and apply it to society and government? What innovations occurred in art, music, and literature during the eighteenth century?
Enduring Understanding	<ul style="list-style-type: none"> In the mid-1500's, scientists began to question accepted beliefs and made new theories based on experimentation. Growth in scientific discoveries resulted in controversies with powerful religious institutions. Science paved the way to Enlightenment discourse and thought. The Scientific Revolution led to remarkable discoveries that continue to this day. Scientists began to think that nature might be governed by laws that can be discovered through experimentation and reason. Enlightenment thinkers would later cast broad generalizations about human nature on some of those "laws." This resulted in science being employed to justify discrimination based on race, gender, or religion. Scientific Revolution challenged authority and traditional thinking. The Scientific Revolution proved to be a game changer in the history of thought by promoting critical thinking and research to answer difficult questions: pursuit of ignorance and inquiry, as opposed to pursuit of faith. Scientists were more likely to flourish in societies where tolerance was normalized. The Scientific Revolution provided the foundation for innovations during the Industrial Revolution. Scientific discoveries during the Scientific Revolution questioned long held beliefs about biology, astronomy, chemistry, and scientific other fields.
Practice	<ul style="list-style-type: none"> Gathering and evaluating sources; developing claims and using evidence; presenting arguments and explanations
Performance Expectations	<ul style="list-style-type: none"> 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). Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World. Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Assess how point of view or purpose shapes the content and style of a text. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

	<ul style="list-style-type: none"> • Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information • Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.12.CivicsPR.2.b 6.2.12.GeoPP.2.a 6.2.12.HistoryUP.2.a 6.3.12.HistoryCA.2 6.3.12.HistoryCA.2 NJSLSA.R1 NJSLSA.R6 NJSLSA.R10 RH.9-10.1 RH.9-10.9	<ul style="list-style-type: none"> • 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). • Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World. • Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Assess how point of view or purpose shapes the content and style of a text. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information 	<ul style="list-style-type: none"> • Ptolemy and Copernicus Challenge • Ptolemy and Copernicus Challenge • Galileo Video • Galileo Video • Chapter 19 PPT • Chapter 19 PPT 	<ul style="list-style-type: none"> • Scientific Method • Scientific Method • Galileo Biography and video • Chapter 19 of Holt World History Textbook: Enlightenment & Revolution • Ptolemy, Copernicus, Kepler, Newton primary/secondary sources

	<ul style="list-style-type: none">Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.			
Key Vocabulary	Geocentric; Heliocentric; Aristotle and Ptolemy; rationalism; Kepler; Galileo, Copernicus; universal gravitation; empiricism; Newton			
Evidence of Learning	Compare and contrast Geocentric Theory and Heliocentric theory; understanding the Scientific Method by application; cause and effect on Scientific Revolution today			
Interdisciplinary Connections	Integration of the sciences including the scientific method and gravitational forces NJSLSA.R1 NJSLSA.R6 NJSLSA.R10 RH.9-10.1 RH.9-10.9			
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking. Inclusion of history and contributions of Asian Americans and Pacific Islanders from curing of diseases to technological advances.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others.			
Computer Science and Design Thinking	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoint.			
Social Emotional Learning	Problem solving; self-management			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">Provide translated notes and key vocabulary termsProvide images of key vocabulary terms and conceptsWord banksBilingual dictionariesAssistive translator technologySentence framesSimplified notes	<ul style="list-style-type: none">Display remindersChecklist of materials and tasks (printed out or digitally accessible)Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)Assistive technology (dictation, immersive reader, etc...)	<ul style="list-style-type: none">Students are asked to come for extra help to review/retake assessment and homework assignmentsStudents are allowed time and a half on assessmentsProvide the student with frequent check-ins during class-time workScaffolding assignments	<ul style="list-style-type: none">Provide students with extra problem sets that challenge and involve higher level thinkingInquiry lead discussions and activitiesMore complex tasks and projectsHigher level questioning and techniquesStudent demoing and explanation

	<ul style="list-style-type: none"> • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit V: Enlightenment 1350-1700 (4 Weeks)

Core Ideas	<ul style="list-style-type: none"> Complex interacting factors influence people's perspective. Civic participation and deliberation are essential characteristics individuals who support democracy and its principles. Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices. 		
Essential Questions	<ul style="list-style-type: none"> How was the Enlightenment influenced by reason? What new views did philosophers have about government? What new views did philosophers have about society? How did Enlightenment ideas spread and in what ways did they impact the larger society? What assumptions do different groups hold about power, authority, governance, and law? To what extent do the concepts of justice and human rights differ across time and place? What is a right? And how do different interpretations of rights impact moral and political points of view? 		
Enduring Understanding	<ul style="list-style-type: none"> European thinkers developed new ideas about government and society during the Enlightenment. Enlightenment thinkers promoted reason to solve societal problems, improve people's lives, and answer enduring questions about government. Enlightenment thinkers were inspired by scientists and the scientific method to imagine different narratives than those preached by traditional religions. The concept of rights evolved from The Enlightenment and established foundational arguments for democracies today. Enlightenment thinkers began to believe that governments should encourage education and debate to cultivate humans' ability to reason. The Enlightenment stimulated debates about human rights for underrepresented groups such as women, people of color, and religious minorities. Most revolutions around the world today—Chinese, Russian, French, American, and wars of liberation in Latin America—have used ideas from the Enlightenment for justification. 		
Practice	<ul style="list-style-type: none"> Developing questions and planning inquiry Seeking diverse perspectives Engaging in civil discourse and critiquing conclusions 		
Performance Expectations	<ul style="list-style-type: none"> Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism). Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution. Relate the development of more modern banking and financial systems to European economic influence to the world Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Assess how point of view or purpose shapes the content and style of a text. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.12.HistoryUP.2.a 6.2.12.CivicsPD.3.a 6.2.12.CivicsDP.3.a 6.2.12.EconGE.2.a	<ul style="list-style-type: none"> Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. 	<ul style="list-style-type: none"> Hobbes and Locke Reading/Class Discussion Monologue Thinkers Project Monologue Thinkers Project 	<ul style="list-style-type: none"> Hobbes and Locke Introductory Reading Hobbes and Locke Introductory Reading Enlightenment Thinkers Chart Enlightenment Thinkers Chart

<p>6.3.12.HistoryCA.2 6.3.12.HistoryCA.2 NJSLSA.R1 NJSLSA.R6 NJSLSA.R10 RH.9-10.1 RH.9-10.9</p>	<ul style="list-style-type: none"> • Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism). • Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution • Relate the development of more modern banking and financial systems to European economic influence to the world • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Assess how point of view or purpose shapes the content and style of a text. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information • Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. 	<ul style="list-style-type: none"> • Discussion on Mary Wollstonecraft (draft main idea paragraph) • Enlightenment Essay with Rubric 	<ul style="list-style-type: none"> • Wollstonecraft Today (2020 Article) • Wollstonecraft Today (2020 Article) • Short Answer Rubric • Short Answer Rubric • Essay Rubric • Essay Rubric
<p>Key Vocabulary</p>	<p>Perspective; influence; equality; sovereignty; natural rights; liberty; democracy; government; revolution; physical and spiritual worlds; nationalism</p>		
<p>Evidence of Learning</p>	<p>Speech writing and presentations; essay writing; analysis of our foundations of government, including other various governments; how Enlightenment leads to revolutions</p>		

Interdisciplinary Connections	Students read primary/secondary sources and write essays that align to ELA writing and reading standards NJSLSA.R1 NJSLSA.R6 NJSLSA.R10 RH.9-10.1 RH.9-10.9			
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking. Inclusion of history and contributions of Asian Americans and Pacific Islanders from curing of diseases to technological advances.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.			
Computer Science and Design Thinking	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoint. 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately			
Social Emotional Learning	Self-Awareness; Social Awareness; Relationship skills			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers• Matched sentences or procedures with pictures• Alternative presentation options• 1-2 sentence short responses	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration• Study guides• Guided notes	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cues or signs	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress• Multiple assessments given in different domains, that showcase student interests, strengths, and needs

	<ul style="list-style-type: none"> • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit VI: Age of Revolutions: Political and Industrial Revolutions (1750–1914) (5 Weeks)

Core Ideas	<ul style="list-style-type: none"> Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. Understanding the interrelated patterns of change by examining multiple events allow for a clearer understanding of the significance of individuals and groups. Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level Social and political systems throughout time have promoted and denied civic virtues and democratic principles. Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. Resources of an area affect what is produced and opportunities for employment. Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman). Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. Civic and political institutions address social and political problems at the local, state, tribal, national and/or international level.
Essential Questions	<ul style="list-style-type: none"> How does technology impact people, places, and regions? How did technological change-- i.e. trains, telegraph, and radio—impact national identity? To what extent have fossil fuels contributed to environmental hidden costs? How did industrialism lead to development of new social classes or changes in existing social classes? How did industrialization negatively and positively impact human lifestyles? Also, how were these similar or different between genders, ages, regions, and social classes? How did industrialization and urbanization relate to one another and impact one another? What new ideas and philosophies emerged because of the Industrial Revolution? What environmental changes occurred because of the Industrial Revolution? What were some of the most influential inventions and inventors during this period? Why did the Industrial Revolution begin in Britain rather than elsewhere? Specifically, what factors lead to the rise of industry here (and later elsewhere)? What role did joint stock companies contribute to the industrial revolution? What changes did industrialization and urbanization bring to culture (ex. art, music, literature)? What connections can be made between migrations during 1750-1900 and the Industrial Revolution? How were industrialization and imperialism connected?
Enduring Understanding	<ul style="list-style-type: none"> The industrial revolution emerged in England for a variety of compelling reasons: geographic, cultural, economic, political, and legal favorability. There is still a vigorous scholarly debate as to why England industrialized first. England’s gradual evolution to democracy as compared to France’s violent revolution may help explain why England industrialized first. Technological innovation seems to arise from societies where tolerance for divergent points of views and freedom of speech and religion are established norms. The industrial revolution and installation of indoor plumbing brought with it a near doubling of life expectancy. Improved farming techniques helped expand global food supply which resulted in changes to society and growing populations worldwide. The industrial revolution brought a change a migration of most people from farms to cities. Based on England’s success with the Industrial Revolution, technological innovations tends to emerge from areas where a diversity of views, religions, and backgrounds are permitted can be expressed, in a phrase, a tolerant society. The Industrial Revolution changed the nature of work, family life, and our understanding of time and culture.
Practice	Presenting arguments and explanations; seeking diverse perspectives; taking informed actions
Performance Expectations	<ul style="list-style-type: none"> 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. Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. 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. Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

	<ul style="list-style-type: none"> • Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals. • Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America. • Analyze the interrelationships between the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain. • Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. • Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world. • Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability. • Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. • Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. • Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g. social, economic, political structures) • Evaluate the role of the petroleum industry in world politics, the global economy, and the environment. • Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights. • Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. • Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. • Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies. • Relate the rise of the Internet and social media to global economy. • Evaluate the impact of terrorist movements on governments, individuals and societies • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Assess how point of view or purpose shapes the content and style of a text. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information • Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.12.GeoGE.1.b 6.2.12.GeoGE1.c 6.2.12.GeoGE1.d 6.2.12.HistoryCC.1.f 6.2.12.CivicsPI.3.a 6.2.12.CivicsDP.3.b 6.2.12.HistoryCC.3.a 6.2.12.EconGI.3.a 6.2.12.EconGI.3.b 6.2.12.EconET.3.a 6.2.12.EconET.3.b	<ul style="list-style-type: none"> • 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. • Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. • 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. 	<ul style="list-style-type: none"> • Article Reading and Class Discussions • Primary Source Reading-How the Other Half Lives • Poster Project for Workhouses (old British welfare system compared to modern day U.S.) • Equiano and Exploration Primary Source Readings • Child Labor Worldwide Public Service Announcement Activity with Rubric • Child Labor Worldwide Public Service Announcement Activity with Rubric 	<ul style="list-style-type: none"> • Article: Industrial Revolution Beginnings (Charlotte Moy; November 2020) • How the Other Half Lives excerpt • Workhouse Poster Project with Rubric • Workhouse Poster Project with Rubric • Exploration Reading • Equiano Primary Source

<p>6.2.12.HistoryCC.3.b 6.2.12.CivicsPI.4.a 6.2.12.GeoPP.5.a 6.2.12.EconGE.5.a 6.2.12.CivicsHR.6.b 6.2.12.GeoPP.6.a 6.2.12.EconGE.6.a 6.2.12.EconGE6.b 6.2.12.EconGE.6.c 6.2.12.HistoryCC.6.a 6.2.12.HistoryCC.5.d 6.3.12.HistoryCA.2 6.3.12.HistoryCA.2 NJLSA.R1 NJLSA.R6 NJLSA.R10 RH.9-10.1 RH.9-10.9</p>	<ul style="list-style-type: none"> Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals. Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America. Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain. Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world. Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability. Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. 		
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	<ul style="list-style-type: none"> • Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g. social, economic, political structures) • Evaluate the role of the petroleum industry in world politics, the global economy, and the environment. • Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights. • Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. • Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. • Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies. • Relate the rise of the Internet and social media to global economy. • Evaluate the impact of terrorist movements on governments, individuals and societies • Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide. • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Assess how point of view or purpose shapes the content and style of a text. 		
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	<ul style="list-style-type: none">• Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.• Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information• Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.			
Key Vocabulary	Efficiency; production; economic effects; cottage to factory life; capitalism; socialism; communism; industrialization; agricultural revolution; child labor; morse code; global markets; imperialism			
Evidence of Learning	Public Service Announcement on Child Labor today; Cause and effect on how the Industrial Revolution led to imperialism; debates			
Interdisciplinary Connections	Students read primary/secondary sources and prepare presentations/writings that align to ELA writing and reading standards; utilization of media technology to create video for child labor. NJSLSA.R1 NJSLSA.R6 NJSLSA.R10 RH.9-10.1 RH.9-10.9			
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking. Inclusion of history and contributions of Asian Americans and Pacific Islanders from curing of diseases to technological advances.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.			
Computer Science and Design Thinking	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoint 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).			
Social Emotional Learning	Self-management; problem solving			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment

	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit VII: Age of Revolutions: Imperialism, Reform and Global Impact (1750–1914) (5 Weeks)

Core Ideas	<ul style="list-style-type: none"> • Revolutions are usually periods of drastic change for government and citizens alike. Although most times violent, it can lead to new ideas (many times political) or the overthrow of oppressive governments. Inspired by the ideas of the American Revolution, the French established a new political order that was further positively and negatively impacted by Napoleon. • Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. • Understanding the interrelated patterns of change by examining multiple events allow for a clearer understanding of the significance of individuals and groups. • Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. • Global interconnections create complex spatial patterns at multiple scales that continue to change over time. • Economic globalization affects economic growth, labor markets, human rights guarantee, the environment, resource allocation, income distribution, and culture. • To better understand the historical perspective, one must consider historical context. • Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. • Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. • Governments around the world support universal human rights to varying degrees. • Geographic data can be used to analyze spatial patterns. • Global interconnections create complex spatial patterns at multiple scales that continue to change over time. • Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. • There are multiple and complex causes and effects of historical events. • Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. • Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. • To better understand the historical perspective, one must consider historical context. • Complex interacting factors influence people's perspective • Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past. • Decolonization, the emergence of new independent nations, and competing ideologies changes the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.
Essential Questions	<ul style="list-style-type: none"> • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? • What role did imperialism play in shaping the modern world? • Was nationalism a positive force in shaping world events? • What are the lasting effects of imperialism on the world today? • To what extent did different imperial powers leave different legacies upon conquered regions? • What was the role of non-violent or violent protest in liberating regions from imperialism? • How was Gandhi a game changer in world history? • Why was the Industrial Revolution a precursor to imperialism? • What role did joint stock companies play in promoting imperialism? • How did imperialism transform national identities and how did that lead to conflict and opportunities? • How did industrial technology pave the way for imperialism? • How does society deal with unlimited wants and limited resources? • Why were Asia and Africa targeted for imperialism? • How is imperialism still affecting the world today?
Enduring Understanding	<ul style="list-style-type: none"> • Discontent with prevailing economic, political, and social conditions was the impetus for change which resulted in revolution or reform. The French Revolution established a new political order that left a lasting legacy in Europe and the modern world

	<ul style="list-style-type: none"> Industrialized nations conquer non-industrialized nations for markets and materials. Competition for non-renewable resources among industrialized powers—i.e. oil, farmland, gold, lithium—can be prone to violence conflict. Curse of Black Gold: states whose economy depends on the extraction of oil tend to suffer unusual levels corruption, income inequality, and broken levels in public confidence in their government. Non-violent revolutions seem to create societal change more effectively than violent revolutions as led by Gandhi for Indian independence, Mandela to end Apartheid, and Martin Luther King to expand civil rights to African Americans and other underrepresented communities. Genocides take many forms—i.e. Holocaust, Armenian, Congo. These were often the gruesome results of massive societal disruption. The industrialization of media—print, radio, movie—has had the effect of popularizing both the views of racial or national superiority and of inclusion and diversity. The racist views tended to champion imperialism. National identities get confused, conflated, and fought over as industrialized nations conquer non-industrialized nations. Industrialized weaponry gave industrialized nations an easy pretext to invade non-industrialized nations. Joint stock companies such as the British East India Company, Dutch East India Company, and Royal Niger Company helped provide the economic infrastructure for imperialism.
Practice	Developing questions and planning inquiry; gathering and evaluating sources; presenting arguments and explanations
Performance Expectations	<ul style="list-style-type: none"> Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution. Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy. Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World. Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism. Compare the impact of imperialism on economic development in Africa, Asia and Latin America regarding barriers or opportunities for future development and political independence. Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives. Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule. Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. Assess government responses to incidents of ethnic cleansing and genocide Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI. Determine how geography impacted military strategies and major turning points during World War II. Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East. 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. Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I. Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

	<ul style="list-style-type: none"> 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. Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars. Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world. Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.” 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, and destruction of property). Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations. Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 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. Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics. Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan. 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 Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Assess how point of view or purpose shapes the content and style of a text. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
6.2.12.GeoGE.1.a 6.2.12.HistoryCC.1.f 6.2.12.GeoPP.2.a 6.2.12.GeoGI.3.a 6.2.12.EconGI.3.c 6.2.12.HistoryUP.3.a 6.2.12.HistoryCC.3.c 6.2.12.CivicsPI.4.a 6.2.12.CivicsHR.4.a 6.2.12.CivicsPI.4.b 6.2.12.GeoSP.4.a 6.2.12.GeoSP.4.b 6.2.12.GeoGI.4.a	<ul style="list-style-type: none"> Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy. Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). Make an evidence-based argument explaining the impact and development of religion in Europe on 	<ul style="list-style-type: none"> Imperialism History Project with Rubric Imperialism History Project with Rubric Gandhi and Non-Violent Protest in India Gandhi and Non-Violent Protest in India Gandhi Video-Pilgrim of Peace; discussion Imperialism and WWI (debates/interview/skit projects) (AAPI) Imperialism and WWII (debates/interview/skit projects) French Revolution Timeline Hero or Tyrant: Napoleon What Is a Revolution Jigsaw 	Pilgrim of Peace Documentary: https://www.youtube.com/watch?v=f0EcBYwnuWE <ul style="list-style-type: none"> Gandhi Video Guide Library of Congress Library of Congress Imperialism and WWII Imperialism and WWII Textbook: World History Teacher generated assessments, PPTs and activities French Revolution Unit Plan French Revolution Teaching Institute

<p>6.2.12.EconEM.4.a 6.2.12.HistoryCC.4.a 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.c 6.2.12.HistoryCC.4.d 6.2.12.HistoryCC.4.e 6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.4.g 6.2.12.HistoryCC.4.h 6.2.12.HistoryUP.4.a 6.2.12.HistoryUP.4.b 6.2.12.HistoryUP.4.c 6.2.12.HistoryCA.4.a 6.2.12.HistoryCA.4.b 6.2.12.HistoryCA.4.c 6.2.12.HistoryCC.1.e 6.2.12.HistoryCC.1.g 6.2.12.CivicsHR.5.a 6.2.12.HistoryCC.5.a 6.2.12.GeoSV.5.a 6.2.12.HistoryCC.5.c 6.2.12.HistoryCC.5.f 6.2.12.CivicsHR.6.a 6.2.12.CivicsPD.3.a 6.2.12.HistoryCC.3.a 6.2.12.EconGI.3.b: a 6.2.12.EconET.3.a 6.3.12.HistoryCA.2 6.3.12.HistoryCA.2 NJLSA.R1 NJLSA.R6 NJLSA.R10 RH.9-10.1 RH.9-10.9</p>	<p>the political and cultural development of the colonies in the New World.</p> <ul style="list-style-type: none"> • Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism. • Compare the impact of imperialism on economic development in Africa, Asia and Latin America regarding barriers or opportunities for future development and political independence. • Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives. • Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule. • Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. • Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. • Assess government responses to incidents of ethnic cleansing and genocide. • Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI. • Determine how geography impacted military strategies and major turning points during World War II. • Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East. • 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. 	<ul style="list-style-type: none"> • The French Revolution Hits the Streets visual analysis • European colonization, the slave trade and the Amistad 	<ul style="list-style-type: none"> • https://www.archives.gov/education/lessons/amistad
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	<ul style="list-style-type: none"> Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I. Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars. 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. Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars. Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world. Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.” 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, and destruction of property). Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations. Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 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. Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. 		
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	<ul style="list-style-type: none"> • Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics. • Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan. • 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. • Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies. • Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Rights. • 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. • Use geographic data to interpret the factors of post-independence struggles in South Asia (e.e., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir). • Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. • Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries. • Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. • Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. • Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution. 	
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	<ul style="list-style-type: none"> Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Assess how point of view or purpose shapes the content and style of a text. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. 		
Key Vocabulary	Imperialism; scramble for Africa; Berlin Conference; Gandhi; protectorate; exploitation; assimilation; white man's burden; opium war; Taiping Rebellion; Boxer Rebellion; natural resources, World War I Imperialism, World War II Imperialism		
Evidence of Learning	Imperialism speeches; Imperialism Family History Project; Imperialism and World Wars debates/skits		

Interdisciplinary Connections	Students read primary/secondary sources and write essays that align to ELA writing and reading standards; public speaking/debates NJSLSA.R1 NJSLSA.R6 NJSLSA.R10 RH.9-10.1 RH.9-10.9			
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking. Inclusion of history and contributions of Asian Americans and Pacific Islanders from curing of diseases to technological advances.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.			
Computer Science and Design Thinking	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoint 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.			
Social Emotional Learning	Self-Management; Relationship Skills; Social Awareness			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers• Matched sentences or procedures with pictures• Alternative presentation options• 1-2 sentence short responses• Shortened written assignments• Modified tests	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration• Study guides• Guided notes• Choices for alternative assignments	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cues or signs• Small group assistance or collaboration	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress• Multiple assessments given in different domains, that showcase student interests, strengths, and needs

	<ul style="list-style-type: none"> • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit VIII: Half-Century of Crisis and Achievement: The Era of the Great Wars and Contemporary Issues (3 Weeks)

Core Ideas	<ul style="list-style-type: none"> • Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. • Governments around the world support universal human rights to varying degrees. • There are multiple and complex causes and effects of historical events. 		
Essential Questions	<ul style="list-style-type: none"> • Who caused the Wars? • What changes resulted from the First World War? The second World War? • What were the foreign policy implications of both conflicts? • How did events in Europe contribute to the rise of the EU? • What environmental challenges does the world face today? • What are the challenges and benefits of economic globalization? • What types of conflict does the world face today? 		
Enduring Understanding	<ul style="list-style-type: none"> • Human rights is a universal issue that governments support to varying degrees • Economic policies are influenced by many factors, including economists, their theories and economic laws. • The environment and its resources can have a lasting effect on world politics. • The Cold War and the collapse of the Soviet Union had major impacts on world events and changing national boundaries. • Contemporary issues have political, economic, social, historic, and geographic components. • Approaches to addressing global and regional issues reflect historical influences and diverse perspectives 		
Practice	Seeking diverse perspectives, presenting arguments and explanations; developing questions and planning inquiry		
Performance Expectations	<ul style="list-style-type: none"> • Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace. • Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. • Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism. • Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China. • 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. • Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. • 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, Middle East). • Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives • Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues. • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. • Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Assess how point of view or purpose shapes the content and style of a text. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information • Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

<p>6.2.12.CivisPI.5.a 6.2.12.GeoGI.5.a 6.2.12.EconET.5.a 6.2.12.EconET.5.b 6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.b 6.2.12.HistoryCC.5.e 6.2.12.HistoryCC.5.h 6.2.12.CivicsPI.6.a 6.2.12.HistoryCC.5.d 6.3.12.HistoryCA.2 6.3.12.HistoryCA.2 NJSLSA.R1 NJSLSA.R6 NJSLSA.R10 RH.9-10.1 RH.9-10.9</p>	<ul style="list-style-type: none"> Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace. Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism. Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China. 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. Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. 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, Middle East). Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Analyze a current foreign policy issue by considering current and historical perspectives, 	<ul style="list-style-type: none"> -Compare and contrast drafts of Declaration of Human Rights Collapse of Soviet Union (research and debate) Modern technology project re: how influence of television and Internet affects cultural and political information Examine the rise of totalitarianism in Europe and Asia (Holocaust) Examine the Korean and Vietnam conflicts (AAPJ) https://ny.pbslearningmedia.org/collection/teaching-the-vietnam-war/ 	<ul style="list-style-type: none"> Universal Declaration of Human Rights Collapse of the Soviet Union: https://history.state.gov/milestones/1989-1992/collapse-soviet-union#:~:text=Gorbachev's%20decision%20to%20loosen%20the,Communist%20rule%20throughout%20Eastern%20Europe Military Origins of the Space Race (Smithsonian): https://airandspace.si.edu/exhibitions/space-race/online/sec200/sec200.htm Asian American Education Project https://asianamericanedu.org/
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	<p>examining strategies, and presenting possible actions</p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Assess how point of view or purpose shapes the content and style of a text. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. • Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information • Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. 		
Key Vocabulary	Cold War, human rights, United Nations, migration, national boundaries, civil disobedience, arms race, space race, international politics		
Evidence of Learning	Effects of the Cold War on the global economy; analysis of the arms race and space race and how it affected global politics Cause and effect of the adoption of the Universal Declaration of Human Rights		
Interdisciplinary Connections	Public speaking and debates; review of primary and secondary sources that align to ELA writing; integration of different cultures and religions NJSLA.R1 NJSLA.R6 NJSLA.R10 RH.9-10.1 RH.9-10.9		
Diversity, Equity, & Inclusion	Students will demonstrate global cultural awareness that exemplifies fundamental values of democracy and human rights and considers multiple perspectives, values diversity, and promotes cultural understanding. Students will gather and evaluate knowledge and information from a variety of sources, including global perspectives, to foster an understanding of different perspectives and enhance creativity and innovative thinking. Inclusion of history and contributions of Asian Americans and Pacific Islanders from curing of diseases to technological advances.		
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Social Emotional Learning	Social awareness; relationship skills			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none">• Provide translated notes and key vocabulary terms• Provide images of key vocabulary terms and concepts• Word banks• Bilingual dictionaries• Assistive translator technology• Sentence frames• Simplified notes• Reduced homework• Simplified word problems• Graphic organizers• Matched sentences or procedures with pictures• Alternative presentation options• 1-2 sentence short responses• Shortened written assignments• Modified tests• Provide notes when student request• Reduce project workload• Short summaries	<ul style="list-style-type: none">• Display reminders• Checklist of materials and tasks (printed out or digitally accessible)• Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft)• Assistive technology (dictation, immersive reader, etc...)• Flash cards• Teacher notes• Graphic organizer• Clear parameters and student workspace• Timer to monitor task and duration• Study guides• Guided notes• Choices for alternative assignments• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Visual cue or signs• Rephrase of questions and directions• Partner or group work on skill development• Assistance by instructional videos or curated videos online	<ul style="list-style-type: none">• Students are asked to come for extra help to review/retake assessment and homework assignments• Students are allowed time and a half on assessments• Provide the student with frequent check-ins during class-time work• Scaffolding assignments• Chunking of materials• Allow for errors• Pre-teach materials• Supply teacher demo• Rephrase of questions and directions• Visual cues or signs• Small group assistance or collaboration• Partner or group work on skill development• Assistance by instructional videos or curated videos online• Guide with options for student goal setting• Use of timer or a clock to monitor time of student activity	<ul style="list-style-type: none">• Provide students with extra problem sets that challenge and involve higher level thinking• Inquiry lead discussions and activities• More complex tasks and projects• Higher level questioning and techniques• Student demoing and explanation• Provide opportunities for students to set personal goals, keep records and monitor their own learning progress• Multiple assessments given in different domains, that showcase student interests, strengths, and needs• Use multiple approaches to accelerate learning within and outside of the school setting• Use enrichment options to extend and deepen learning opportunities within and outside of the school setting• Use individualized learning options such as mentorships, internships, online courses, and independent study