

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM

Content Area: Social Studies

Course Title: World History-Global Affairs

Grade Level: 9

Unit Plan 1 Global Interactions The Renaissance and Reformation	6 Weeks
Unit Plan 2 The Age of Exploration and Colonization & Nation Building	6 Weeks
Unit Plan 3 Absolutism, Enlightenment and Revolutions	6 Weeks
Unit Plan 4 European Nationalism, Industrial Revolution, and Global Imperialism	6 Weeks
Unit Plan 5 Causes and Consequences of World Wars I and II	6 Weeks
Unit Plan 6 20 th Century Economics & Conflicts	6 Weeks

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TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM
Unit 1 Overview

Content Area: World History

Unit Title: Unit 1- Global Interactions and Colonialism

Target Course/Grade Level: 9

Unit Summary

This unit covers the time period from 1350CE to 1600CE. Empires from Asia and the Middle East will be examined, for their cultural and economic influence on Renaissance Europeans, as they awaken from a long feudal past. Interaction between European and Asian cultures and the role that it played in the Renaissance will be vital to this unit and carry over into Unit 2. The growth of wealth, banking and business brings new technologies that change the course of domestic and foreign policies and religious influence in government. And finally, the extensive cause and effect paradigm shift that occurred with the Protestant Reformation will be analyzed to help students understand its political and social impact on America today. Learning about the Renaissance and Reformation in unit one lays the foundation for Exploration as discussed in Unit 2.

Primary interdisciplinary connections:

Infused within the unit is the connection to the 2009 NJCCCS for Social Studies, Common Core ELA for Language Arts Literacy Reading and Writing, Technology and 21st Century Life and Career Standards as well as Common Core College and Career Readiness Standards.

21st Century Themes:

The unit will integrate the 21st Century Life and Career strand 9.1 strands A-D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, cross cultural understanding and interpersonal communication and Government& Public Administration Career Cluster.

Learning Targets

NJCCS Social Studies Content Standards

CPI #	Cumulative Progress Indicator (CPI)
6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.C.1.a	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.
6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.B.2.a	Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.
6.2.12.D.2.a	Determine the factors that led to the Renaissance and the impact on the arts.
6.2.12.D.2.c	Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
6.2.12.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
6.2.12.B.2.b	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
Common Core Standards- ELA Writing	
WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i>
	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence
	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns
	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	Provide a concluding statement or section that follows from or supports the argument presented
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions,

	concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts
	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
WHST.9-10.3	(See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research

WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
Common Core Standards- ELA History	
CPI#	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
College and Career Readiness (CCR) Anchor Standards for Reading	
	Key Ideas and Details
	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
	3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text
	Craft and Structure
	4. Interpret words and phrases as they are used in a text, including determining

	technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
	6. Assess how point of view or purpose shapes the content and style of a text
	Integration of Knowledge and Ideas
	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
	Range of Reading and Level of Text Complexity
	10. Read and comprehend complex literary and informational texts independently and proficiently
	Note: Reading standards are meant to complement the specific content demands of the disciplines, not replace them.
College and Career Readiness (CCR) Anchor Standards for Writing	
	Text Types and Purposes
	1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences
	Production and Distribution of Writing
	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
	Research to Build and Present Knowledge
	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Range of Writing
	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
Various NJCCS21stCentury Life and Careers Skills	
CPI#	Cumulative Progress Indicator (CPI)
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
NJCCS 21st-Century Life & Career Skills (Government & Public Administration Career Cluster)	
CPI#	Cumulative Progress Indicator (CPI)
9.2.12.A.1	Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.11	Apply active listening skills to obtain and clarify information.
9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.
9.4.12.G.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.G.4	Interpret and apply geography knowledge and skills to demonstrate understanding of concepts and skills essential for success in the cluster
9.4.12.G.5	Distinguish the functions of government and public administration in society to demonstrate an understanding of key issues.
9.4.12.G.7	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication
9.4.12.G.8	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.G.9	Evaluate and use information resources to accomplish specific occupational task.
9.4.12.G.10	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.G.11	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Where are you in the world? • How did Asian and European empires expand and control/maintain their empires? • How has religion both unified and divided people over the centuries? • How did Italy’s geographic location make it center of the Renaissance? • What are the factors that led to the Renaissance and how did it foster a rebirth in the arts, Greco Roman culture and the economy? • How did the innovations from the Islamic and Asian civilizations impact the growth of technology and the Renaissance? • How did the printing press help spread new ideas throughout Asia and Europe? • Determine the factors that led to the Protestant reformation. • How did the Protestant Reformation affect the European Political and religious boundaries? • How did the new intellectual and scientific ideas impact human views of themselves and their physical and spiritual world? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • How to read a map, recognize geographic exact location, locate all of the oceans and continents and major civilizations and political boundaries in Asia and Europe. • Connect the length and effectiveness of why empires endure in relationship to their leadership and economic policies. • Religions have played and still play a major role in government, politics and societal structure. • Italy’s central location made them a center for trade and ideas through Mediterranean trade and cultural diffusion. • Strong water trade economy, a reintroduction of classical ideas and more humanistic and secular society are factors that led to the Renaissance. • The Renaissance was not purely a European event and that innovations and influences came from Islamic and Asian civilizations. • The printing press played an instrumental role in the dissemination of ideas similar to that of the Internet today. • The Catholic Church policies and more humanistic/secular world influenced the Protestant Reformation. • The European political map was restructured due to new religious beliefs resulting from the Protestant reformation. • The Scientific Revolution questioned old dogma and created a more secular world.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to locate themselves in the world in relation of the world and are learned. • How quality of leadership and economies can grow an empire. • That the three Abrahamic faiths shaped the political and economic policies and boundaries of Europe. • Italy’s geographic location as the center of Mediterranean trade grew their trade economies that would fuel a strong interest in classical knowledge and art. • The rising Ottoman Empire brought the return of Ancient Greek and Roman texts to Italy. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Map the world, emerging empires of the 1500’s • Explain the qualities of an effective leader, government and economic policies and how they endure over time. • Compare and contrast the religious persecution of Catholics, Protestants, Muslims and Jews in 14th, 15th and 16th century. • Describe the economies and governments of Rome, Florence and Venice and how they shaped political and social life in Italy. • Explain the impact the de Medici family had on the reintroduction of Greco Roman culture in Florence and the rising patronage of art.

<ul style="list-style-type: none"> • New innovations like paper, gun powder and medicine, astronomy and preservation of ancient knowledge from the Greeks and Romans impacted the growth of technology in Europe. • The Printing press played a vital role in the spreading of information throughout Europe. • The causes of the Protestant Reformation. • The northern and southern European religious divides that transpired during the Protestant Reformation. • That withstanding religious dogmas were challenged with new scientific, intellectual and technological. 	<ul style="list-style-type: none"> • Match Renaissance technologies with the empire or region of the world where it developed. • Cite that the printing press lowered the price of books, increased literacy, spread new political ideas and challenged old world views. • Define Martin Luther, corruption in the Catholic Church and political and economic benefits to local princes. • Label the Protestant and Catholic regions in post Reformation Europe. • Summarize how the Catholic Church and their inquisitions responded to new scientific ideas i.e. Galileo.
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TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre and post testing • Class Participation • Teacher Observation • Pre and Post reading comprehension assessments. • Online message board collaboration • Primary Source Analysis • Open ended writing assignments • Notebook assessments • DO NOW's • Map Activities • Homework • Online quizzes and feedback assessment • Comparative Source Analysis 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Open ended writing assignments • Compare and Contrast Essays • Typed Essential Questions Analysis • Unit Tests • Reading Comprehension Quizzes • Weekly informational comprehension quiz • Take Home Projects • Oral presentations • Computer Projects (Pod Casts, Newsletters) 	
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. • Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas. • The use of multiple intelligences assignments to meet all the types of learners in my classroom. • Review and make necessary IEP modifications/504 plan • Differentiated instructional strategies that allow students of different intelligence and ability to achieve success. • Collaborate with ESL department to make necessary modifications for ELL students. 	

Low and High Prep Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning *and* to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence

Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep. Strategies	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

Independent studies	Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with peers.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).

Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Readers’ Workshop (Writers’ Workshop is a parallel strategy)	<p>The Readers’ Workshop approach involves students in three types of activities:</p> <ul style="list-style-type: none"> • Mini-lessons (5-10 minutes) on some aspect of literature or a reading strategy. • Independent Reading Time (30-40 minutes), where students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading. • Sharing Time (10 minutes), where students share with another person their journal entries and the other person gives feedback.
Stations/ Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tape recorded materials at different levels	Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”)	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal.</p> <p>To design a tic-tac-toe board:</p> <ul style="list-style-type: none"> - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
Choice Boards	Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

1. Low-prep Differentiation

Choices of books
Homework options
Use of reading buddies
Varied journal Prompts
Orbitals
Varied pacing with anchor options
Student-teaching goal setting
Work alone / together
Whole-to-part and part-to-whole explorations
Flexible seating
Varied computer programs
Design-A-Day
Varied Supplementary materials
Options for varied modes of expression
Varying scaffolding on same organizer
Let's Make a Deal projects
Computer mentors
Think-Pair-Share by readiness, interest, learning profile
Use of collaboration, independence, and cooperation
Open-ended activities
Mini-workshops to re-teach or extend skills
Jigsaw
Negotiated Criteria
Explorations by interests
Games to practice mastery of information
Multiple levels of questions

To Differentiate Content

- _ Reading partners/ Reading Buddies
- _ Read/Summarize
- _ Read/Question/Answer
- _ Visual Organizer/Summarizer
- _ Parallel Reading with Teacher Prompt
- _ Choral Reading/Antiphonal Reading
- _ Flip books
- _ Split Journals (Double Entry - Triple Entry)
- _ Books on Tape
- _ Highlights on Tape
- _ Digests/"Cliff Notes"
- _ Note taking Organizers
- _ Varied Texts
- _ Varied Supplementary Materials
- _ Highlighted Texts
- _ Think-Pair-Share/Preview-Midview-Postview

2. High-Prep Differentiation

Tiered activities and labs
Tiered products
Independent studies
Multiple texts
Alternative assessments
Learning contracts
4-MAT

Multiple-intelligence options
Compacting
Spelling by readiness
Entry Points
Varying organizers
Lectures coupled with graphic organizers
Community mentorships
Interest groups
Tiered centers
Interest centers
Personal agendas
Literature Circles
Stations
Complex Instruction
Group Investigation
Tape-recorded materials
Teams, Games, and Tournaments
Choice Boards
Think-Tac-Toe
Simulations
Problem-Based Learning
Graduated Rubrics
Flexible reading formats
Student-centered writing formats

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Teacher Computer w/ Internet Connection
- Overhead Projector
- Computer Projector
- Textbook
- The ability to make a significant amount of copies/handouts for student
- Teacher website
- Student software access to MS Word, Publisher, PowerPoint and Photo Story 3
- Available student computer lab
- Whiteboard with markers
- General Classroom Supplies (paper, pencils, scissors, tape, glue etc.)

Teachers Notes:

1. This unit concentrates on Eastern and Western Asia and leading influences to the Renaissance and Reformation. The qualities and effects of the Renaissance and Reformation carry over into Unit 2.
2. Remember, this is a World History Class, not simply Western Civics. The influence of the rest of the World on Europe must not be ignored.\
3. Web resources include www.historyteacher.net
4. Project and PBL ideas include creating a Renaissance Faire in the classroom with students working in cooperative groups to analyze different aspects of art, science, government, and technology during the time period.

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM

Unit 2 Overview

Content Area: World History

Unit Title: Unit 2- Age of Exploration and Nation Building

Target Course/Grade Level: 9

Unit Summary

Unit two will discuss the methods and motivations for exploration and conquest by European Powers that led to different patterns of trade, colonization, and conflict. Colonization was vital to gathering resources and markets for goods. The effect of conquest and trade on indigenous population will also be studied including the Atlantic Slave Trade.

Primary interdisciplinary connections:

Infused within the unit is connection to the 2009 NJCCCS for Social Studies, Language Arts Literacy and Technology. (Common Core Standards)

21st Century Themes:

The unit will integrate the 21st Century Life and Career strand 9.1 strands A-D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication and Government& Public Administration Career Cluster.

Learning Targets

Content Standards

CPI #	Cumulative Progress Indicator (CPI)
6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.B.2.b	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.
6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society.
6.2.12.C.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa
6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6.2.12.D.1.e	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
6.2.12.D.1.d	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such

	problems are universal.
6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
Common Core Standards- ELA Writing	
WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i>
	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence
	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns
	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	Provide a concluding statement or section that follows from or supports the argument presented
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts
	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
WHST.9-10.3	(See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
Common Core Standards- ELA History	
CPI#	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
College and Career Readiness (CCR) Anchor Standards for Reading	
	Key Ideas and Details
	11. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	12. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
	13. Analyze how and why individuals, events, or ideas develop and interact over the course of a text
	Craft and Structure
	14. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
	15. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
	16. Assess how point of view or purpose shapes the content and style of a text
	Integration of Knowledge and Ideas
	17. Integrate and evaluate content presented in diverse formats and media, including

	visually and quantitatively, as well as in words
	18. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
	19. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
	Range of Reading and Level of Text Complexity
	20. Read and comprehend complex literary and informational texts independently and proficiently
	Note: Reading standards are meant to complement the specific content demands of the disciplines, not replace them.
College and Career Readiness (CCR) Anchor Standards for Writing	
	Text Types and Purposes
	11. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
	12. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
	13. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences
	Production and Distribution of Writing
	14. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
	15. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
	16. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
	Research to Build and Present Knowledge
	17. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
	18. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
	19. Draw evidence from literary or informational texts to support analysis, reflection, and research.

	Range of Writing
	20. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
Various NJCCS21stCentury Life and Careers Skills	
CPI#	Cumulative Progress Indicator (CPI)
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
NJCCS 21st-Century Life & Career Skills (Government & Public Administration Career Cluster)	
CPI#	Cumulative Progress Indicator (CPI)

9.2.12.A.1	Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.11	Apply active listening skills to obtain and clarify information.
9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.
9.4.12.G.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.G.4	Interpret and apply geography knowledge and skills to demonstrate understanding of concepts and skills essential for success in the cluster
9.4.12.G.5	Distinguish the functions of government and public administration in society to demonstrate an understanding of key issues.
9.4.12.G.7	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication
9.4.12.G.8	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.G.9	Evaluate and use information resources to accomplish specific occupational task.
9.4.12.G.10	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.G.11	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How did various new technologies affect European exploration and conquest? • Why role did natural resources, climate, and topography play in European exploration and colonization? • What role did religion play in colonization of the new world? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Students will understand that the innovations in Europe, the Islamic empire and Asia provided necessary tools for European exploration. • How the availability of natural resources and climate drove settlements in the New World. • The driving force of religion and its influence on the settlement patterns it created in the new world?
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<ul style="list-style-type: none"> • How did the movement of essential commodities from Asia, to Europe to America impact trade on the new world economy and society? • What was the economic impact on the new deposits of Gold and Silver to Southwest Asia, Africa and Europe? • How did the era of exploration and its new economic theories of Mercantilism drive the growth and wealth of European nations? • How the European economic, social and political practices affected Africa slaves, indigenous peoples and Europeans in the Spanish and Portuguese colonies? • How do current case studies involving slavery, child labor, or other unfair labor practices in the United States compare to other nations today? • What were the motivations and the cause and affect relationship for the Atlantic Slave Trade? • What forms of slavery exist in the Modern World? 	<ul style="list-style-type: none"> • The New World became desirable for economic growth of European Nations, and increased the need for new world settlements. • The increased amount of gold and silver to Europe led to inflation in Southwest Asia, Africa and Europe? • European nations like Spain, England and France prospered under a Mercantilist economy. • The Colombian exchange introduced new products, plants, people and diseases to Europe which led to a new global market that changed the political, social and economic lives of the world. • Europeans had advantages over the indigenous peoples of the new world and African slaves. • Slavery and unfair labor practices still exist on our global world today. • New European economic policies fueled the triangular trade. • Slavery was and is a form of labor used throughout varying regions of the world.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The following definitions: Printing Press, Cartography, Compass, Triangular Sail, Astrolabe and Caravel Ship • The warmer climates of the Caribbean, Central American Gold and the natural resources of sugar cane, tobacco fostered early colonization in Central and South America. • Religions of the New World were spread based upon who colonized the region. • That the discovery of new world Gold and Silver impacted European and world economies the negatively and positively. • Mercantilist policies benefited the European Nations economy and led to the rise of powerful nation states in Western Europe. • Students will know the affects of the Colombian exchange both economically, culturally and politically. • Where slavery and unfair labor practices exist today in the world. • The economic and social causes that fueled the African Slave Trade. • That bondage, forced agricultural labor, child labor and sex slavery still exist in the world today. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Define Printing Press, Cartography, Compass, Triangular Sail, Astrolabe and Caravel Ship • Correlate and map the new world region to its natural resource. • Label a new world map by its founding nation, religion and founding explorer. • Describe the economic affects a new global trade economy had in the colonization of the New World. • Explain how Gold and Silver from the new world brought power, wealth and inflation to European countries. • Define mercantilism and relate it to modern day economic trade policies. • Analyze the Colombian Exchange and chart the exchange of goods from the new world to the old. • Compare and contrast the affect of the Colombian exchange on the people of Africa and the indigenous peoples of the new world • Evaluate modern day slavery and unfair labor practices that exist and develop a plan to bring attention to this global social issue • Cite the indigenous depopulation of new world caused a rapid increase in African slavery • Characterize and locate the varying forms of slavery that exist today.

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TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM
Evidence of Learning

Formative Assessments

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| <ul style="list-style-type: none"> • Pre and post testing • Class Participation • Teacher Observation • Pre and Post reading comprehension assessments. • Online message board collaboration • Primary Source Analysis | <ul style="list-style-type: none"> • Open ended writing assignments • Notebook assessments • DO NOW's • Map Activities • Homework • Online quizzes and feedback assessment • Comparative Source Analysis |
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Summative Assessments

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| <ul style="list-style-type: none"> • Open ended writing assignments • Compare and Contrast Essays • Typed Essential Questions Analysis • Unit Tests • Reading Comprehension Quizzes | <ul style="list-style-type: none"> • Weekly informational comprehension quiz • Take Home Projects • Oral presentations • Computer Projects (Pod Casts, Newsletters) |
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Modifications (ELLs, Special Education, Gifted and Talented)

- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas.
- The use of multiple intelligences assignments to meet all the types of learners in my classroom.
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies that allow students of different intelligence and ability to achieve success.
- Collaborate with ESL department to make necessary modifications for ELL students.

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Teacher Computer w/ Internet Connection
- Overhead Projector
- Computer Projector
- Textbook
- The ability to make a significant amount of copies/handouts for student
- Teacher website
- Student software access to MS Word, Publisher, PowerPoint and Photo Story 3
- Available student computer lab
- Whiteboard with markers
- General Classroom Supplies (paper, pencils, scissors, tape, glue etc.)

1. Teachers Notes:

- This unit concentrates on exploration and trade by European and Asian powers. Motivation and reasons for their expansion is vital to the unit.
- Web resources include www.historyteacher.net
- PBL and project ideas include cooperative learning groups that analyze the political, cultural, economic, and religious forces that drove European powers to expand and colonize the New World.

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM
Unit 3 Overview

Content Area: : Social Studies

Unit Title: Unit 3-Nation Building, Absolutism and Revolution

Target Course/Grade Level: 9

Unit Summary

This unit covers the reasons for, and the consequences of the rise of powerful, centralized nation-states in Europe and how the principles of the Enlightenment and Scientific Revolution altered political thought and action in Europe. Additionally this unit examines how these political changes brought about revolutionary change in Europe and the New World and how terms such as liberty, popular sovereignty, natural rights, democracy and nationalism became driving forces behind political reform from the end of the eighteenth century to the early 20th century. To comply with 21st Century themes, this unit will include a comparison of the earliest revolutionary countries to present countries in revolution and the struggles they face as new nations.

Primary interdisciplinary connections:

Infused within the unit is connection to the 2009 NJCCCS for Social Studies, Language Arts Literacy and Technology. (Common Core Standards)

21st Century Themes:

The unit will integrate the 21st Century Life and Career strand 9.1 strands A-D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication and Government& Public Administration Career Cluster.

Learning Targets

NJCCS Social Studies Content Standards

CPI #	Cumulative Progress Indicator (CPI)
6.2.12.A.2.c	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
6.2.12.A.2.a	Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.
6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.A.3.d	Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities
6.2.12.A.3.a	Explain how ideals like liberty, popular sovereignty, natural rights, democracy and nationalism became driving forces for reforms and revolutions
6.2.12.A.3.C	Relate the response of various governments to pressure for self government or self-determination to subsequent reform or revolution
6.2.12.A.2.b	Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society
6.2.12.A.3.b	Determine the extent to which the American, French, and Haitian revolutions influenced movements in Latin America

Common Core Standards- ELA Writing

WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i>
	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence
	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns
	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	Provide a concluding statement or section that follows from or supports the argument presented
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts
	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the

	expertise of likely readers.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
WHST.9-10.3	(See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
Common Core Standards- ELA History	
CPI#	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources,

	attending to such features as the date and origin of the information
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
College and Career Readiness (CCR) Anchor Standards for Reading	
	Key Ideas and Details
	21. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	22. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
	23. Analyze how and why individuals, events, or ideas develop and interact over the course of a text
	Craft and Structure
	24. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
	25. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

	26. Assess how point of view or purpose shapes the content and style of a text
	Integration of Knowledge and Ideas
	27. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
	28. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
	29. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
	Range of Reading and Level of Text Complexity
	30. Read and comprehend complex literary and informational texts independently and proficiently
	Note: Reading standards are meant to complement the specific content demands of the disciplines, not replace them.
College and Career Readiness (CCR) Anchor Standards for Writing	
	Text Types and Purposes
	21. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
	22. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
	23. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences
	Production and Distribution of Writing
	24. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
	25. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
	26. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
	Research to Build and Present Knowledge
	27. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
	28. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while

	avoiding plagiarism
	29. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Range of Writing
	30. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
Various NJCCS21stCentury Life and Careers Skills	
CPI#	Cumulative Progress Indicator (CPI)
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
NJCCS 21st-Century Life & Career Skills (Government & Public Administration Career Cluster)	
CPI#	Cumulative Progress Indicator (CPI)
9.2.12.A.1	Analyze the relationship between various careers and personal earning goals.

9.2.12.A.2	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.11	Apply active listening skills to obtain and clarify information.
9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.
9.4.12.G.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.G.4	Interpret and apply geography knowledge and skills to demonstrate understanding of concepts and skills essential for success in the cluster
9.4.12.G.5	Distinguish the functions of government and public administration in society to demonstrate an understanding of key issues.
9.4.12.G.7	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication
9.4.12.G.8	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.G.9	Evaluate and use information resources to accomplish specific occupational task.
9.4.12.G.10	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.G.11	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What were the factors that led to the rise of monarchies and absolutism in the nations of France, Spain and England? • How did monarchies and bureaucratic governments rule differ throughout Europe? • What affect did the Napoleonic reforms have on Europe and our world today? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Consolidation of power, a new world economy, advanced technology, Enlightenment philosophies, demographic growth and bureaucratic changes brought about the rise of powerful monarchies and nation states in Europe. • The power of monarchies in powerful nation-states
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<ul style="list-style-type: none"> • How did the Enlightenment philosophers of Locke, Rousseau, Voltaire and Montesquieu, shape an emerging world eager for natural rights? • What populations were excluded from the rights and freedoms obtained through revolutions and how has this created a paradox between the constitutions and those who were actually entitled these freedoms? (examples - women, non-Europeans) • What are the similarities and differences among the causes and results politically, socially and economically of revolutions in the Americas (Haitian, American, Mexican, French)? • What relationship did emerging nations maintain with their former parent nations? • Why were revolutionary nations successful or unsuccessful in their plight for democracy and global dominance? 	<p>varied from absolute to limited and their responses to the Enlightenment ideas and philosophies.</p> <ul style="list-style-type: none"> • Napoleonic reforms like promotion by merit (with the Legion of Honor), central banking and one money coin system, Lycee school systems, religious tolerance towards Jews and Protestantism the interest of national unity and prosperity. This differed from earlier monarchs and set new precedents for government and economic policies. • Research and determine the limitations of rights and inequalities within new democracies and Napoleonic reforms for women, religious minorities and non-Europeans. • Recognize the philosophers responsible for the Enlightenment concepts of natural rights (i.e. life, liberty and right to property), direct and indirect rule by people, legislative branches, freedom of speech, innocent until proven guilty and women's' rights. • The lasting influences of parent nations politically, militarily, socially and economically. • Students will note where the above Enlightenment ideas are located in American historical documents and which Americans created them and how they are still valid in present day evolving democracies. • The similarities all revolutions have in common and the differing results of the revolutionary time period. • The impact of geographic location, freedom from mercantilist policies, growing nationalism and freedom from oppression led to a rise in democratic reforms and legislatures in the new world. • Compare the successes and failures of the United States of America, Mexico and Haiti in the development of thriving economic democracies. • How evolving government policies and the history of a laissez-faire economy encouraged capitalism and shaped governments' policies regarding trade, business and private ownership. • The French Revolution and its ever changing constitution failed and began and ended with an individual with absolute power.
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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How English and French monarchies achieved power through economic, colonial, military and demographic growth. • How French and English monarchs used their bureaucracies to strengthen their power. • The differences between monarchies, limited monarchy, constitutional monarchy and dictatorship. • How Napoleonic reforms like merit (with the Legion of Honor), central banking and one money coin system, Lycee school system, religious tolerance towards Jews and Protestants were innovative and positive forms of ruling. • Why Napoleon failed with his later dictatorship style of ruling, lack of freedom of press, and goals for military supremacy led to his decline. • The similarities and differences of the French, American and Mexican revolutions. • The role of geography in the success and goals of early revolutionary countries to be free of the mercantilist policies of the parent nations. • The basis and historical references of past revolutions in comparison to the revolutions in North Africa in the Arab Spring of 2011. • Why America was more successful than Mexico in the development of a thriving economic democracy? • Identify the causes and outcomes of the French Revolution and its multiple, failed constitutions that brought the revolution full circle from an absolute monarch to an absolute emperor. • A government based on the balance of powers leads to greater reform, rule of law and constitutional order. • The impact limitations of women and non-European rights were in the revolutions of the 18th through 20th centuries and the similarities to that of revolutions in Arab Spring in the spring 2011. • The importance of the internet and social media in the success and global support of the Arab Spring of 2011. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Define monarchy, limited monarchy, colony, constitutional monarchy, bureaucracy, Parliament, dictatorship, laissez fair economics, and revolution, etc. • Explain the historical significance of Queen Elizabeth I, Henry VIII, Louis XIV, Louis XVI, Marie Antoinette, Robespierre, Napoleon, Peter the Great, John Lock, Montesquieu, etc.. • Characteristics of successful leaders. • Compare and contrast the differences between France’s absolute monarchy and England’s constitutional monarchy. • Explain how France and England used mercantilist policies, rising populations and military strength to strengthen their nation states? • Understand the varying forms of corruption in government bureaucracies and how their corruption can bring a country to its fall. • Write an essay or role play on how enlightenment philosophers like Lock, Voltaire and Montesquieu impacted American government. • State the similarities and differences between the French, American and Mexican revolutions and draw conclusions as to why America rose to the most powerful democratic nation in the 21st century. • Compare and contrast primary source material of the limits to women’s rights from the American and French Revolutions to that of the participating nations in the Arab Spring and their emerging democracies. • Utilize Speak to a survivor of the Arab Spring and discuss the impact it has had on their life. • Research, analyze and evaluate the importance of the internet and social media in the success of the Arab Spring of 2011.
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TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM
Evidence of Learning

Formative Assessments

- Pre and post testing
- Class Participation
- Teacher Observation
- Pre and Post reading comprehension assessments.
- Online message board collaboration
- Primary Source Analysis
- Open ended writing assignments
- Notebook assessments
- DO NOW's
- Map Activities
- Homework
- Online quizzes and feedback assessment
- Comparative Source Analysis

Summative Assessments

- **Open ended writing assignments**
- **Compare and Contrast Essays**
- **Typed Essential Questions Analysis**
- **Unit Tests**
- **Reading Comprehension Quizzes**
- **Weekly informational comprehension quiz**
- **Take Home Projects**
- **Oral presentations**
- **Computer Projects (Pod Casts, Newsletters)**

Modifications (ELLs, Special Education, Gifted and Talented)

- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas.
- The use of multiple intelligences assignments to meet all the types of learners in my classroom.
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies that allow students of different intelligence and ability to achieve success.
- Collaborate with ESL department to make necessary modifications for ELL students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Teacher Computer w/ Internet Connection
- Overhead Projector
- Computer Projector
- Textbook
- The ability to make a significant amount of copies/handouts for student
- Teacher website
- Student software access to MS Word, Publisher, PowerPoint and Photo Story 3
- Available student computer lab
- Whiteboard with markers
- General Classroom Supplies (paper, pencils, scissors, tape, glue etc.)

1. Teachers Notes:

- This Unit focuses on how the prevailing economic, political, and social conditions in Europe and the World led to revolution and reform
- Students can reenact the end of Napoleons' reign by having a mock trial.

- Writing projects could include comparing and contrasting the monarchy in Europe before and after the Enlightenment.
- Web resources for trial of Napoleon include www.cbb.ns.ca/sstudies/his7.html

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM
Unit-4 Overview

Content Area: : Social Studies

Unit Title: Unit4- European Nationalism, Industrial Revolution and Imperialism

Target Course/Grade Level: 9

Unit Summary

This unit covers the rise of the Industrial Revolution. It incorporates the technological, social and economic changes that occurred during this time period. The interrelationships of the Industrial Revolution and the rise of nationalism brought competition for global markets. Students will evaluate the longstanding results of international trade by mercantilist nations to gain raw materials in colonies that have since gained independence and the current political relationships of those independent nations to their former parent nation.

The European imperialist policies throughout Asia and Africa are compared to discuss both the short and long term, as well as the positive and negative impact on the indigenous Asian and African people. 21st century themes of social stratifications, child labor and genocide will be discussed to show their past and present day presence and relationship to the Industrial Revolution and imperialism.

Primary interdisciplinary connections:

Infused within the unit is connection to the 2009 NJCCCS for Social Studies, Language Arts Literacy and Technology. (Common Core Standards)

21st Century Themes:

The unit will integrate the 21st Century Life and Career strand 9.1 strands A-D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication and government & public administration career cluster.

Learning Targets

NJCCS Social Studies Content Standards

CPI #	Cumulative Progress Indicator (CPI)
6.2.12.B.3.b	Relate the Industrial Revolution to population growth, new migration patterns, urbanization and the impact it had on environment.
6.2.12.C.3.d	Determine the extent to which scientific and technological changes, transportation, and new forms of energy brought about massive social, economic and cultural changes. (Trains, steam engines, telephone, telegraph, iron & coal)
6.2.12.C.3.a	Analyze the interrelationships (effects) among the agricultural revolution, population growth, industrialization, specialization of labor and patterns of land holding.
6.2.12.B.3.c	Relate the role of geography to the spread of the independence movements in Latin America

6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women and children.
6.2.12.C.3.b	Analyze the interrelationships among the Industrial Revolution and nationalism, competition for global markets, imperialism and natural resources (i.e. rise of nations and factors that led to WWI)
6.2.12.B.3.a	Asses the impact of Imperialism by comparing and contrasting political boundaries of the world in 1815 and 1914
6.2.12.A.3.g	Analyze the motives and methods of European nations, Japan and the US and their imperialistic practices inn Africa and Asia during this era, and evaluate the impact of these actions on their relations
6.2.12.C.3.e	Assess the impact of imperialism on economic development in Africa and Asia
6.2.12.C.3.f	Determine the extent to which Latin America political independence also brought about the economic independence in the region
6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of the imperialism from multiple perspectives
6.2.12.D.3.c	Compare and contrast China’s and Japan’s views and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20 th century
6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources
6.2.12.A.3.e	Analyze the relationship between industrialization and rise of democratic and social reforms, including the expansion of parliamentary government.
6.2.12.A.3.f	Compare and contrast the struggle for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rules
6.2.12.A.3.g	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

Common Core Standards- ELA Writing

WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i>
	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence
	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns

	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	Provide a concluding statement or section that follows from or supports the argument presented
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts
	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
WHST.9-10.3	(See note; not applicable as a separate requirement) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
WHST.9-	Use technology, including the Internet, to produce, publish, and update individual or

10.6	shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Common Core Standards- ELA History

CPI#	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

College and Career Readiness (CCR) Anchor Standards for Reading

	Key Ideas and Details
	31. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	32. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
	33. Analyze how and why individuals, events, or ideas develop and interact over the course of a text
	Craft and Structure
	34. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
	35. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
	36. Assess how point of view or purpose shapes the content and style of a text
	Integration of Knowledge and Ideas
	37. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
	38. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
	39. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
	Range of Reading and Level of Text Complexity
	40. Read and comprehend complex literary and informational texts independently and proficiently
	Note: Reading standards are meant to complement the specific content demands of the disciplines, not replace them.
College and Career Readiness (CCR) Anchor Standards for Writing	
	Text Types and Purposes
	31. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

	32. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
	33. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences
	Production and Distribution of Writing
	34. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
	35. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
	36. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
	Research to Build and Present Knowledge
	37. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
	38. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
	39. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Range of Writing
	40. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
Various NJCCS21stCentury Life and Careers Skills	
CPI#	Cumulative Progress Indicator (CPI)
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the

	data and its implications for solving problems, using multiple perspectives.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
NJCCS 21st-Century Life & Career Skills (Government & Public Administration Career Cluster)	
CPI#	Cumulative Progress Indicator (CPI)
9.2.12.A.1	Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.11	Apply active listening skills to obtain and clarify information.
9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.
9.4.12.G.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.G.4	Interpret and apply geography knowledge and skills to demonstrate understanding of concepts and skills essential for success in the cluster

9.4.12.G.5	Distinguish the functions of government and public administration in society to demonstrate an understanding of key issues.
9.4.12.G.7	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication
9.4.12.G.8	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.G.9	Evaluate and use information resources to accomplish specific occupational task.
9.4.12.G.10	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.G.11	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How did the Industrial Revolution and the Agricultural Revolution change the social, economic and cultural lives of urban and rural peoples? • How did new technologies and the demand for natural resources bring economic and social changes to Imperialist nations? • What social and democratic reforms were caused by the industrialized nations such as Great Britain, France, and the United States? • How did the Industrial Revolution lead to nationalism and the growth of imperialism? • How did the political boundaries change globally due to industrialization and imperialism? • What were the motives, methods and practices of European nations, Japan and the USA to claim and dominate land and build their empires? • What social, political and economic impact did imperialism have in Africa (particularly the African Congo), India and China? • How did British rule of India affect India's culture and economy? • How did China and Japan differ in their responses to forced Western Imperialistic events and the effect it had in their culture, economy and political makeup as they entered the twentieth century? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The Industrial and Agricultural Revolutions were events in history that caused rapid increases in populations, job displacement and job creation and an overall rise in the standard of living. • That new technologies such as the steam engine locomotive, telegraph and electricity dramatically changed the way transportation, standard of living, business practices and communication. • The drive for natural resources led industrialist nations to dominate and influence the nations within Africa and Asia. • The political borders in Africa and Asia were formed by European and industrialists and not indigenous peoples. • That the Industrial Revolution caused many European nations to centralize their governments to conform and prosper in a rising capitalist economy. • That many nations of Africa and Asia suffered under imperialist rule for over 100 years and in turn lost their political, economic and cultural identities. • How imperialism impacted the culture and economy of the indigenous peoples of the African Congo and India. • That China and Japan took separate paths in their reactions to industrialization and imperialism.
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	<ul style="list-style-type: none"> • That China's and Japan's decisions impacted their countries then and now in very different ways.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Technological and agricultural advancements like the steel plow and textile loom led to a population increase that later helped fill emerging factory workshops of the Industrial Revolution. • How steam engine locomotives and new forms of transportation for goods and peoples impacted urban and suburban populations. • How transportation and communication technology changed the business world with the delivery people, goods and resources in global business affairs. • How the need for natural resources like coal, timber and iron motivated European Imperialists to explore the continents of Africa and Asia. • That the indigenous peoples of imperialized countries often suffered racism, poor treatment, genocide, lack of education and slavery. • How the populations of imperialized areas of Asia and Africa were represented, treated and dominated politically and culturally by the Western minority population in government. • How the ancient social practices such as the caste system of India were strengthened under English rule despite England's efforts to minimize it. • That Japan embraced imperialist policies following the renegotiation of Unequal Treaties with Western nations. • China's response to Western dominance led to an isolationist policy including seclusion from global trade and interaction. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Define Agricultural Revolution, Industrial Revolution, textiles, factory, enclosure act, imperialism, caste system, culture, capitalism, capitalist economy, Berlin Conference, indigenous peoples, racism, opium invasion, and Unequal Treaties. • Read and analyze charts and graphs on the impact of steam power and classify the information under social, political, economic and cultural subtitles. • Relate the new industrialist technologies of the steam engine locomotives and ships, steel plow, electricity, textile advances, and the telegraph to emerging technologies today. • State the specific natural resources in demand during the Industrial Revolution and how their importance led to imperialism. • Draw conclusions on how America's activity in recent Middle East wars ties to natural resources and the Industrial Revolution. • Compare and contrast primary source documents on the atrocities of Imperialism; for example the history the Belgian Congo and atrocities of the genocide in modern Africa • Draw parallels of the social stratification systems present in ancient, modern and post-modern societies and their economic, social and cultural impact. • Identify through a primary source the realities and challenges that face those people at the lower echelon of the social stratification • Classify primary and secondary source information about the effects of industrialization and imperialism on Asian and African nations.

	<ul style="list-style-type: none"> • Draw conclusions as to the trade partnerships that were established during the time period of Industrialization and Imperialism. • Research, analyze and discuss the interactions between Japan and China with European nations and the United States during the Age of Imperialism.
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TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> • Pre and post testing • Class Participation • Teacher Observation • Pre and Post reading comprehension assessments. • Online message board collaboration • Primary Source Analysis • Open ended writing assignments • Notebook assessments • DO NOW's • Map Activities • Homework • Online quizzes and feedback assessment • Comparative Source Analysis 	
Summative Assessments <ul style="list-style-type: none"> • Open ended writing assignments • Compare and Contrast Essays • Typed Essential Questions Analysis • Unit Tests • Reading Comprehension Quizzes • Weekly informational comprehension quiz • Take Home Projects • Oral presentations • Computer Projects (Pod Casts, Newsletters) 	
Modifications (ELLs, Special Education, Gifted and Talented) <ul style="list-style-type: none"> • Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. • Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas. • The use of multiple intelligences assignments to meet all the types of learners in my classroom. • Review and make necessary IEP modifications/504 plan • Differentiated instructional strategies that allow students of different intelligence and ability to achieve success. • Collaborate with ESL department to make necessary modifications for ELL students. 	
Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: <ul style="list-style-type: none"> • Teacher Computer w/ Internet Connection • Overhead Projector • Computer Projector • Textbook • The ability to make a significant amount of copies/handouts for student 	

- Teacher website
- Student software access to MS Word, Publisher, PowerPoint and Photo Story 3
- Available student computer lab
- Whiteboard with markers
- General Classroom Supplies (paper, pencils, scissors, tape, glue etc.)

1. Teachers Notes:

- Website resources include www.learning.blogs.nytimes.com and www.smplanet.com/imperialism/toc.html
- The main focus of this unit is the Industrial Revolution and Imperialism, linking them through the need for raw materials
- Writing projects and debate topics could include the beneficial effects of imperialism for the dominate nation vs. the negative impacts on the imperialized nation.

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM
Unit 5 Overview

Content Area: : Social Studies

Unit Title: Unit 5-Causes and Consequences of World War I and II

Target Course/Grade Level: 9

Unit Summary

This unit covers the economic, geographical, cultural and political factors that led to World War I and II. The importance of new war technologies and the development of “total war” are analyzed to show their impact on the outcomes and devastation caused by both wars. The decline and breakup of longstanding empires and the shift of political and ethnic borders following World War I created future conflict.

Genocide and longstanding cultural biases that existed prior to World War I are emphasized to acknowledge and identify the roots and causes of ethnic cleansing and genocide that spanned various minorities targeted by the Nazi Holocaust as well as the extermination of Ukrainians, Armenians and Chinese. Comparisons will be connected to recent and present genocides around the World.

The failure of the Treaty of Versailles to prevent and address the causes of World War I are examined to assess the global political conditions in the East and West to determine the likelihood of future wars, particularly due to the harsh reparations placed on Germany. The political alliances that shifted in the years between the two World Wars, as well as the economic conditions of extreme inflation followed by global depression will be examined to determine the role of changing political ideologies and governments, particularly in the USSR, China and Eastern Europe.

Primary interdisciplinary connections:

Infused within the unit is connection to the 2009 NJCCCS for Social Studies, Language Arts Literacy and Technology. (Common Core Standards)

21st Century Themes:

The unit will integrate the 21st Century Life and Career strand 9.1 strands A-D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication and government & public administration career cluster.

Learning Targets	
NJCCS Social Studies Content Standards	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.A.4.a	Explain the rise of fascism and spread of communism in Europe and Asia.
6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
6.2.12.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, and war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
6.2.12.D.4.g	Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”.
6.2.12.C.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.
6.2.12.D.4.f	Explain the role of colonial people in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
6.2.12.C.3.c	Compare and contrast capitalism, communism, and socialism to determine why each system emerged in different world regions.
6.2.12.A.4.b	Compare the rise of nationalism in China, Turkey, and India.
6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries

	caused World War II.
6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II
6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
6.2.12.D.4.1	Assess the cultural impact of World War I, the Great Depression, and World War II.
6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule of sovereignty in Africa and Asia.
6.2.12.D.4.i	Compare and contrast the action of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences or genocide for all involved.
6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

Common Core Standards- ELA Writing

WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i>
	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	Provide a concluding statement or section that follows from or supports the argument presented.
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
WHST.9-10.3	(See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Common Core Standards- ELA History	
CPI#	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
College and Career Readiness (CCR) Anchor Standards for Reading	
	Key Ideas and Details
	41. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	42. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	43. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

	Craft and Structure
	44. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
	45. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
	46. Assess how point of view or purpose shapes the content and style of a text
	Integration of Knowledge and Ideas
	47. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
	48. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
	49. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
	Range of Reading and Level of Text Complexity
	50. Read and comprehend complex literary and informational texts independently and proficiently
	Note: Reading standards are meant to complement the specific content demands of the disciplines, not replace them.
College and Career Readiness (CCR) Anchor Standards for Writing	
	Text Types and Purposes
	41. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
	42. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
	43. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences
	Production and Distribution of Writing
	44. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
	45. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

	46. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
	Research to Build and Present Knowledge
	47. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
	48. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
	49. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Range of Writing
	50. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Various NJCCS21stCentury Life and Careers Skills

CPI#	Cumulative Progress Indicator (CPI)
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to

	successful completion of a challenging task or project.
9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
NJCCS 21st-Century Life & Career Skills (Government & Public Administration Career Cluster)	
CPI#	Cumulative Progress Indicator (CPI)
9.2.12.A.1	Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.11	Apply active listening skills to obtain and clarify information.
9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.
9.4.12.G.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.G.4	Interpret and apply geography knowledge and skills to demonstrate understanding of concepts and skills essential for success in the cluster
9.4.12.G.5	Distinguish the functions of government and public administration in society to demonstrate an understanding of key issues.
9.4.12.G.7	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication
9.4.12.G.8	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.G.9	Evaluate and use information resources to accomplish specific occupational task.
9.4.12.G.10	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.G.11	Develop and deliver formal and informal presentations using appropriate media to engage

Unit Essential Questions

- What were the MAIN (militarism, alliances, imperialism, nationalism) causes of World War I?
- How did the unification of Germany and Italy impact the global balance of power?
- How did the technological advancements utilized in World War I affect the nature of warfare and the post WWI era?
- What are the differences in alliances, technology, science, casualties, reparations, military tactics and social impact between WWI and WWII?
- How did nationalism and propaganda involve civilians in support of military operations and total war?
- What were the causes of the Russian Revolution and how did this further impact Russia/USSR during WWI and WWII?
- How did ethnic differences and the political makeup of European nations and their imperialist holdings factor into the outcomes of WWI and WWII?
- How did the decline of the Ottoman and Austro-Hungarian Empires lead to the creation of new nations in Europe and the Middle East?
- How did fascist, socialist and communist movements develop in nations following both WWI and WWII and how did this differ from capitalist nations?
- What were the weaknesses of the Treaty of Versailles and how did this lead to the conflicts that caused World War II?
- How were ethnic cleansing and genocide sanctioned by governments worldwide before, during and after WWI and WWII?
- What were the economical, social and political impacts of the wars?
- What was the response of nations to the global depression that occurred in between WWI and WWII?

Unit Enduring Understandings

Students will understand that...

- The MAIN causes of World War I were militarism, alliances, imperialism and nationalism.
- Germany and Italy became consolidated nations in order to industrialize and compete with fellow industrialized imperialist nations.
- The new military technologies utilized in WWI and WWII and their effects on the concept of total war.
- Propaganda, nationalism and censorship impacted the support for war by civilians.
- The global imperialist claims of European nations led to world wide involvement in the wars.
- Particular ethnic groups were victims of genocide sanctioned by governments.
- Long standing empires such as the Ottoman and Austro-Hungarian Empires would be divided into new nations.
- Following WWI and WWII new powerful fascist, socialist and communist nations emerged.
- Following WWI, The Treaty of Versailles assessed the majority of the blame and reparations to Germany and did not create a lasting plan for peace among these nations.
- The global economic depression of the 1930's was caused by inflation, deregulation and reparations from WWI.
- Nations had various responses to the global depression, i.e. Germany renewing its military industry.

Unit Objectives*Students will know...*

- The causes, events and results of WWI and WWII.
- The economic, social and political factors that created a climate of global conflict and the attempted resolutions for both world wars.
- The motivations driving the unification of Germany and Italy to become a part of the global economy and race to industrialize.
- The advancements that were made in military technology, communication and transportation that escalated the scale of warfare and the impact on civilians and military participants.
- The impact of propaganda and nationalism on the outcome and support for military operations.
- That nationalism and political ideologies were shared globally with the colonies of imperialist nations, therefore spreading the violence and conflict throughout their empires.
- The decline of the Ottoman and Austro-Hungarian Empires causes new nations to emerge following WWI and WWII.
- How fascist, socialist and communist movements developed globally and the economic, political implications of each.
- Why capitalist or socialist governments in the post war era created alliances.
- The reasons the Treaty of Versailles did not effectively address the causes and responsibility of WWI, therefore drawing the same nations into WWII.
- That ethnic cleansing and genocide were sanctioned by governments worldwide and included but was not limited to Jews, Roma, Armenians, Ukrainians, and Chinese.
- The World Wars led to global inflation followed by depression, destruction of land and culture, religious intolerance, ethnic cleansing and political divisions and

Unit Objectives*Students will be able to...*

- Identify, describe and explain the causes, events and results of WWI and WWII.
- Diagram and analyze the economic, social, and political impact of WWI and WWII and the results of the resolutions of each conflict.
- Evaluate the importance of nations to unify, industrialize and participate in the global economy (i.e. Italy and Germany).
- Describe the new technology that were part of modern warfare and advantageous to powerful nations (i.e. Germany – submarine) as well as determine the shift to total war that impacted and ended the lives of military and civilians in warring nations.
- Analyze and evaluate primary source documents such as political cartoons, war propaganda, diaries and government policies such as mandatory conscription that encouraged global warfare.
- Compare and contrast historic political maps to determine the nations that emerged in the post war years with the decline of the Ottoman and Austro-Hungarian Empires.
- Define and apply the terms communism, socialism, fascism, capitalism, nationalism, militarism, and alliance to the causes and outcomes of WWI and WWII.
- Identify and assess the origins of alliances of the twentieth and twenty-first centuries based upon their affiliation as a socialist or capitalist nation.
- Evaluate the intended purposes of the Treaty of Versailles and how the majority of the responsibility for WWI was placed on Germany and how this did not address the MAIN causes of WWI, subsequently leading to WWII.
- Define genocide and determine the broad scope of various minorities that were targeted, discriminated against, and exterminated throughout the Holocaust.

<p>borders irrespective of the peoples and cultures that inhabited these areas.</p> <ul style="list-style-type: none"> Nations instituted policies to attempt to regulate banking, labor and industry in order to recover from the severe global depression of the 1930's. 	<ul style="list-style-type: none"> Explain the intended and unintended social, political and economic implications of new national boundaries established by the treaties that ended World War II. Break down the similarities and key differences in the economic philosophies of leading nations in the Post War (I and II) era with the intent to recover from the global depression.
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TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> Pre and post testing Class Participation Teacher Observation Pre and Post reading comprehension assessments. Online message board collaboration Primary Source Analysis Open ended writing assignments Notebook assessments DO NOW's Map Activities Homework Online quizzes and feedback assessment Comparative Source Analysis 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> Open ended writing assignments Compare and Contrast Essays Typed Essential Questions Analysis Unit Tests Reading Comprehension Quizzes Weekly informational comprehension quiz Take Home Projects Oral presentations Computer Projects (Pod Casts, Newsletters) 	
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas. The use of multiple intelligences assignments to meet all the types of learners in my classroom. Review and make necessary IEP modifications/504 plan Differentiated instructional strategies that allow students of different intelligence and ability to achieve success. Collaborate with ESL department to make necessary modifications for ELL students. 	
<p>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</p> <ul style="list-style-type: none"> Teacher Computer w/ Internet Connection Overhead Projector Computer Projector Textbook The ability to make a significant amount of copies/handouts for student 	

- Teacher website
- Student software access to MS Word, Publisher, PowerPoint and Photo Story 3
- Available student computer lab
- Whiteboard with markers
- General Classroom Supplies (paper, pencils, scissors, tape, glue etc.)

Teachers Notes:

- The main focus of this unit is WWI and WWII. The causes and effects are each analyzed, especially how WWI led to WWII.
- Concentrate on the fact that it was a global conflict, with a focus on Europe, not simply the involvement of the U.S.
- Web resources include www.museumbox.e2bn.org , www.besthistorysites.net

TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM	
Unit 6 Overview	
Content Area: : Social Studies	
Unit Title: Unit 6- 20th Century Economics & Conflicts	
Target Course/Grade Level: 9	
<p>Unit Summary This unit covers the emerging governments and economies of the 20th century in a post-World War Era. The topic of Cold War and the cultural and military actions that existed within this time period will be discussed with an emphasis on the political and economic differences between communist and capitalist nations.</p> <p>Primary interdisciplinary connections: Infused within the unit is connection to the 2009 NJCCCS for Social Studies, Language Arts Literacy and Technology. (Common Core Standards)</p> <p>21st Century Themes: The unit will integrate the 21st Century Life and Career strand 9.1 strands A-D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication and government & public administration career cluster.</p>	
Learning Targets	
NJCCS Social Studies Content Standards	
CPI #	Cumulative Progress Indicator (CPI)
6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.

6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.
6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
6.2.12.B.5.c	Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
6.2.12.D.5.b	Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and

	the environment.
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

Common Core Standards- ELA Writing

WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i>
	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence
	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns
	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	Provide a concluding statement or section that follows from or supports the argument presented
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts
	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
WHST.9-10.3	(See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
Common Core Standards- ELA History	
CPI#	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
College and Career Readiness (CCR) Anchor Standards for Reading	
	Key Ideas and Details
	51. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
	52. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
	53. Analyze how and why individuals, events, or ideas develop and interact over the course of a text
	Craft and Structure
	54. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
	55. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
	56. Assess how point of view or purpose shapes the content and style of a text
	Integration of Knowledge and Ideas
	57. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
	58. Delineate and evaluate the argument and specific claims in a text, including the

	validity of the reasoning as well as the relevance and sufficiency of the evidence
	59. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
	Range of Reading and Level of Text Complexity
	60. Read and comprehend complex literary and informational texts independently and proficiently
	Note: Reading standards are meant to complement the specific content demands of the disciplines, not replace them.
College and Career Readiness (CCR) Anchor Standards for Writing	
	Text Types and Purposes
	51. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
	52. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
	53. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences
	Production and Distribution of Writing
	54. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
	55. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
	56. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
	Research to Build and Present Knowledge
	57. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
	58. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
	59. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Range of Writing
	60. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of

	tasks, purposes, and audiences
Various NJCCS21stCentury Life and Careers Skills	
CPI#	Cumulative Progress Indicator (CPI)
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.2	Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3	Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
NJCCS 21st-Century Life & Career Skills (Government & Public Administration Career Cluster)	
CPI#	Cumulative Progress Indicator (CPI)
9.2.12.A.1	Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

9.4.12.A.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.11	Apply active listening skills to obtain and clarify information.
9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.
9.4.12.G.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.G.4	Interpret and apply geography knowledge and skills to demonstrate understanding of concepts and skills essential for success in the cluster
9.4.12.G.5	Distinguish the functions of government and public administration in society to demonstrate an understanding of key issues.
9.4.12.G.7	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication
9.4.12.G.8	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.G.9	Evaluate and use information resources to accomplish specific occupational task.
9.4.12.G.10	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.G.11	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How did the economies of Western Europe and Asian countries, particularly China and Japan change post WWII? • What are the similarities and differences between capitalism, Western European democratic socialism and communism? • How did the Cold War begin and how did the USSR and the United States differ in their political and economic ideologies? • What impact did the decline of imperialism and the 20th century independence movements in Africa and Asia have on the post-World War era? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Economic growth in the post WWII era was diverse as many nations rebuilt while reestablishing postwar industry in countries with differing economic philosophies (capitalism vs. communism). • The origins of socialism and communism are related, and a response to monarchies, laissez-faire, mercantilism and capitalism. • Not all socialist governments were extreme and there are distinct comparisons to be made between those governments and extreme socialist countries such as the
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<ul style="list-style-type: none"> • What factors led to the rise and decline of the USSR and what impact did it create on the political borders of Eastern Europe? • What impact did the nuclear arms race have on the relations between the United States and communist countries? • What political, economic and social and influences has terrorism had world governments • How has a global economy affected the social stratification of the United States, India, China and other nations throughout the world? • Analyze the responsibility of the world community in response to events of mass genocide. 	<p>USSR and Cuba.</p> <ul style="list-style-type: none"> • Socialism and communism appealed to nations such as China, the USSR and Cuba in the post WWII era. • Communist and socialist countries strove to extend their sphere of influence in neighboring countries such as Eastern Europe, Central and Southwest Asia. • The decline of imperialism brought new political borders and tremendous political change and revolution in former colonies, particularly in Africa and Asia. • Military operations that were products of the Cold War (the Korean and Vietnam Wars) left very devastating outcomes. • The factors that led to the rise of influence and power in the USSR and the reasons that led to its decline and breakup. • The Nuclear Arms race and Cold War had an effect on the Middle East and Central Asia with regard to their local struggles for autonomy and the supply of weapons by the USA and USSR. • Disarmament agreements were made by the USSR and USA, and the current efforts to prevent particular nations from developing nuclear capabilities. • The petroleum industry is a powerful political force behind the global economy as well as having a large impact on the environment. • The War on Terror and the events of September 11, 2001 sparked responses of the global community. • The economies of nations throughout the globe are connected through trade as well as supply and demand. This creates new social stratifications based on the decline of old industries, particularly in the realm of technology and communication.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The similarities and differences between socialism, communism, democracy and capitalism and the Post WWII countries 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Define socialism, communism, democracy and capitalism; compare and contrast these theories of economics and

<p>that practiced these governments and economic theories.</p> <ul style="list-style-type: none"> • The global political relationships following WWII and the economic strategies to rebuild. • The divergence of political philosophies and influences that will exist to create the Cold War between democratic and communist nations. • The role of the United Nations in monitoring, negotiating and maintaining peace among the world's recognized nations. • The impact of the decline of imperialism and the challenges that faced emerging nations in the 20th and 21st centuries • The factors that led to the rise and decline of the USSR and the impact it had politically and socially in Eastern Europe and Central Asia. • The causes of the nuclear arms race and differing philosophies of capitalist versus communist governments as well as the actions that were taken by both to build up, then reduce their nuclear arms. • The role of countries in the Middle East with regard to natural resources and the nuclear arms race. • The geographic and cultural disputes that arose due to the dissolution of the Ottoman and Austro-Hungarian Empire and rise of the USSR. • Define terrorism and the factors that have contributed to the "War on Terror" globally. • The global economy has affected and altered social stratification worldwide, specifically in China, India, and the United States. 	<p>government with the emerging powerful nations following World War II.</p> <ul style="list-style-type: none"> • Determine the causes of the Cold War and the actions taken on both sides to limit and exceed competing countries' power and influence globally. • Analyze the purpose of the United Nations and its effectiveness in creating a global organization to promote peace and prevent conflict. • Evaluate the decline of imperialism and the struggles for independence and self-determination of new emerging nations in Africa and Asia. • List and describe the factors and events that led to the decline of the USSR and communism in their areas of influence. • Research and identify the causes of the nuclear arms race and the motives for the build-up of arms. • Explain the reasons for the determination and cooperation of the USA and USSR to reduce and end the arms race. • Identify the importance of natural resources in the Middle East and how that relates to the nuclear potential of those nations. • Geographically identify the nations that were created due to the dissolution of the Ottoman and Austro-Hungarian Empires and well as the USSR. • Discuss the role of the United Nations and United States in its support of Israel as an ally. • Identify terrorist acts and organizations as well as the locations where they operate. • Discuss and create a Venn diagram that illustrates the change in social stratification that has been altered in the age of the Internet, specifically in China, India and the United States.
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TOMS RIVER REGIONAL SCHOOLS SOCIAL STUDIES CURRICULUM

Evidence of Learning

Formative Assessments

- Pre and post testing
- Class Participation
- Teacher Observation
- Pre and Post reading comprehension assessments.
- Online message board collaboration
- Primary Source Analysis
- Open ended writing assignments
- Notebook assessments
- DO NOW's
- Map Activities
- Homework
- Online quizzes and feedback assessment
- Comparative Source Analysis

Summative Assessments

- **Open ended writing assignments**
- **Compare and Contrast Essays**
- **Typed Essential Questions Analysis**
- **Unit Tests**
- **Reading Comprehension Quizzes**
- **Weekly informational comprehension quiz**
- **Take Home Projects**
- **Oral presentations**
- **Computer Projects (Pod Casts, Newsletters)**

Modifications (ELLs, Special Education, Gifted and Talented)

- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas.
- The use of multiple intelligences assignments to meet all the types of learners in my classroom.
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies that allow students of different intelligence and ability to achieve success.
- Collaborate with ESL department to make necessary modifications for ELL students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Teacher Computer w/ Internet Connection
- Overhead Projector
- Computer Projector
- Textbook
- The ability to make a significant amount of copies/handouts for student
- Teacher website
- Student software access to MS Word, Publisher, PowerPoint and Photo Story 3
- Available student computer lab
- Whiteboard with markers
- General Classroom Supplies (paper, pencils, scissors, tape, glue etc.)

2. Teachers Notes:

- This unit covers the emerging government and economies of the 20th century in a post-World War Era.

- While a large focus of this Unit is based on Cold War relations, the growth of newly independent nations in Africa, Asia, and Latin America is also very important.
- Web resources include www.coldwar.org
- Writing projects can include analyzing how the arms race and space race led to the increased tension as well as debt for the U.S.A. and U.S.S.R.
- Students can work in cooperative groups to complete a PBL task on propaganda. Each group would be given a certain issue that they had to convince the populace of their home nation to support.

Child Labor Lesson Plan #1

Content Area: Social Studies

Lesson Title: European Imperialism

Timeframe: 4-5 Days

Lesson Components

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy:
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Interdisciplinary Connections: Language Arts (analysis of a variety of texts and images, finding supportive evidence, making a persuasive argument, expository writing)

Integration of Technology: Internet research, message board/blog, Songify iTunes APP

Equipment needed: Student computer/Internet access, Student Phone with APP Songify(5 only), colored pencils

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students Will: <ul style="list-style-type: none"> • Read a secondary source Introduction to European Imperialism • Research the Internet for a Secondary source current event relating to African Conflicts. • Map the territorial boundaries of imperialized China and Africa to determine the European colonization patterns. 	Lesson Sequence <i>Day 1: European Imperialism</i> <ul style="list-style-type: none"> • Teacher: Introduce Imperialism and define varying forms. Lead class discussion on the cause and effect relationship of the Industrial Revolution and the growth of Imperialism. Reference the long term cause of Imperialism to WWI. <ol style="list-style-type: none"> a. Teacher will encourage active listening skills by prompting for an online Poll It question where students respond using cell phones. • Students will analyze and actively read 	<ul style="list-style-type: none"> • Formative Assessment: Primary and Secondary expository source reading where students are asked to underline key facts and draw comparisons. • Map Analysis Skills Sheet • Photo Analysis Worksheets/ Cartoon Analysis Worksheets • Student discussion/small

<ul style="list-style-type: none"> • Understand the Scramble for Africa by mapping the boundary changes determined by the Berlin Conference. • Use primary source documents to understand the racial impact of Imperialized Africa. • In groups, create an expository writing/story to showcase knowledge of European Imperialism and the Scramble for Africa. • Dictate story into cell phones to play as rap song using Songify iTunes App • As a group present you songs Imperialism songs to class. 	<p>secondary source reading on the Age of Imperialism. and answer questions. Students will underline key words in answers to reinforce expository writing skills.</p> <ul style="list-style-type: none"> • Differentiated Instruction: <ol style="list-style-type: none"> a. Lower level students can reinforce ideas with a Expository Reading Skills Worksheet on Imperialism. b. Allow lower level students to finish assignment for homework if they did not complete. • Technology Extension Activity: Students will research current a event on a modern day African civil conflict. Students will complete secondary source analysis worksheet and post summary to teacher message board/blog. <p><i>Day 2: Scramble for Africa</i></p> <ul style="list-style-type: none"> • Teacher: Explain the Scramble for Africa and the geographic impact of the Berlin Conference on Africa. Project before and after maps of Africa. Show video on Scramble for Africa for visual comprehension. • Differentiated Instruction: Lower level Students will complete map analysis worksheet of Partition of Africa. • Students will color in blank maps to determine European colonization of Africa and China. • Homework Extension Activity: Image/Map Skill Activity. Choose from variety from this website. <p><i>Day : White Man’s Burden: Compare and Contrast Reading Analysis</i></p> <ul style="list-style-type: none"> • Students will read a compare and contrast primary source reading on Africa Imperialism. In small Socratic groups they will discuss and debate their answers. • Differentiated Technology: Online Activity for Primary Source analysis of White Man’s and Brown Man’s Burden on Imperialism http://bradleyhardin.com/world 	<p>group team building</p> <ul style="list-style-type: none"> • Summative Assessment: Expository Creative writing where key facts of unit are told in story form. Students will create story from the perspective of an African man or women from the Congo. • Summative Assessment Presentation: Students will use Songify iTunes App using cell phone technology.
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[history/imperialism/white_mans_burden_student.pdf](http://www.bradleyhardin.com/worldhistory/imperialism/white_mans_burden_student.pdf).

- **Group Summative Assessment:** Students will break into small groups to create expository story/song detailing Imperialism key facts learned within the unit. Students will follow assignment rubric.

Day 4

- **Group Summative Assessment:** Students will continue to work on create expository story/song detailing Imperialism key facts learned within the unit. Students will follow assignment rubric.
- Students will dictate stories into cell phone [APP Songify](#) and share with class. Students may find comparable apps on Android phones as well.
- **Technology Extension Activity:** Students can make podcast of Imperialism with their Songify Imperialism song playing in background. Technology used can be Prezzi, PowerPoint or [Microsoft Photo Story](#).

Differentiation

- Lower Level Primary Source Analysis of White Man's Burden- http://bradleyhardin.com/worldhistory/imperialism/white_mans_burden_student.pdf
- Basic Skills Worksheet Summarizing Main Ideas of Imperialism- <http://www.whrhs.org/21331011516837970/lib/21331011516837970/BritishImpSummaries.pdf>
- Partition of Africa Map Worksheet with questions- <http://multimedialearning.org/FreeDownloads/2010/AfricaPartitionMap.pdf>

Resources Provided

- [American Chart of Import and Exports from 1870-1914](#)
- **Age of Imperialism Reading-** <http://mister-moore.com/Media%20textbooks/Chapter%2027.pdf>
- Student response online system using cell phones- <http://pollit.instedd.org/en>
- Secondary Source Analysis Worksheet- <http://schools.fwps.org/lakota/files/2010/10/Secondary-Source-Analysis.pdf>
- Scramble for Africa Online Maps- http://wfps.k12.mt.us/teachers/carmichaelg/new_page_34.htm
- Partition of Africa Map Worksheet with questions- <http://multimedialearning.org/FreeDownloads/2010/AfricaPartitionMap.pdf>
- Blank Maps of Africa and Asia for Spread of Imperialism Charting- http://www.oakmil.org/208010816144352683/lib/208010816144352683/files/Map_of_Imperialism.pdf
- Various Map and Image analysis Worksheets- <http://staff.tuhds.k12.az.us/kalexander/World%20History%20PDF's/WWI%20and%20WWII/African%20Imperialism%20Worksheets.pdf>
- Primary Source Comparative Viewpoint Reading of White' Man's Burden-

http://icefvpphs.sharpschool.net/UserFiles/Servers/Server_29660/File/Two%20Viewpoints%20of%20Africa.pdf

- iTunes App Songify- <http://itunes.apple.com/us/app/songify/id438735719?mt=8>
- Free Software of Microsoft Photo Story- <http://www.microsoft.com/download/en/details.aspx?id=11132>