

<b>Original Adoption:</b>	August 2018
<b>Created by:</b>	PLC
<b>Revised on:</b>	12/4/18
<b>Revised by:</b>	PLC

Board Approved August 21st, 2019

<b>Toms River Regional Schools Social Studies Curriculum</b>	
<b>Content Area: Social Studies</b>	
<b>Course Title: World Affairs</b>	<b>Grade Level: High School Grade : 12</b>
History of World Governments	25 days
American Government	25 Days
Geography	25 Days
The UN & International Governing System	25 Days
Terrorism	25 Days
Global Financial System	25 Days
Mass Media in the World Today	25 Days
Human Rights	25 Days

<b>Unit 1: History of World Government</b>	<b>Duration: 25 Days</b>
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## Standards/Learning Targets

### Focus Standards (Major Standards)

6.1.12.A.2.a

Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

6.1.12.A.11.e.

Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.2.12.A.6.a

Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.2.12.A.6.b

Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

6.2.12.A.6.c

Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.

6.2.12.A.6.d

Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.B.6.a

Determine the global impact of increased population growth, migration, and changes in urban- rural populations on natural resources and land use.

6.2.12.C.6.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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Language Arts Literacy

**RH.11-12.1**

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

**RH.11-12.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.3**

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4**

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RH.11-12.5**

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6**

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**RH.11-12.7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

**RH.11-12.8**

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**RH.11-12.9**

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**RH.11-12.10**

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- **TECHNOLOGY STANDARDS**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at [www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**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.

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

9.3.12.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.

### Evidence of Student Learning

**Performance Tasks/Use of Technology:**

[www.kahoot.com](http://www.kahoot.com)

**Other Assessments**

**Formative**

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

**Summative**

- Chapter/Unit Test

	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● What are the benefits and negatives of certain governments?</li> <li>● How did governments evolve over time?</li> <li>● What is the government's responsibility to its citizens?</li> <li>● What is a citizen's responsibility to their government?</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Such knowledge and skills enable students to understand why certain government institutions exist.</li> <li>● They will be able to explain why different countries need unique laws developed for their culture.</li> <li>● Such knowledge and skills enable students to make informed decisions as American and global citizens.</li> <li>● All students will acquire the knowledge and skills to think analytically about how Governments evolved over time.</li> <li>● All students will acquire the knowledge and skills to compare and contrast different governments around the world. Such knowledge and skills enable students to make more informed voting decisions regarding foreign policy decisions.</li> </ul>
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## Instructional Plan

### Suggested Activities

### 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.)

## Suggested Options for Differentiation

### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time

- Simplify written and verbal instructions

#### 504 Plans

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
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- Provide extended time
- Simplify written and verbal instructions

#### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

#### *Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

### **Core Instructional and Supplemental Materials**

### **Teacher Notes:**

<b>Unit 2:</b> American Government	<b>Duration:</b> 25 Days
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	

6.1.12.A.2.d

Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

6.1.12.A.2.e

Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

6.1.12.A.2.b

Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world

6.1.12.A.2.c

Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

6.1.12.D.2.b

Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time

6.3.12.A.1

Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.C.1

Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

6.3.12.D.1

Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJCLS

for Language Arts Literacy

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**TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Model integrity, ethical leadership and effective management.

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**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.**

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**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

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**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

**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.**

### Evidence of Student Learning

#### Performance Tasks/Use of Technology:

[www.khoot.com](http://www.khoot.com)

#### Other Assessments

##### Formative

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets

	<ul style="list-style-type: none"> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● What are effective strategies for assessing the effectiveness of the United States government?</li> <li>● What is the proper role of each branch of government?</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Such knowledge and skills enable students to make informed decisions that reflect an understanding of the United States Government.</li> <li>● They will understand key legislative battles and conflicts between political parties.</li> <li>● All students will acquire the knowledge and skills to become informed and educated voters.</li> <li>● All students will acquire the knowledge and skills to understand the different roles of Federal, State and Local Governments.</li> <li>● All students will acquire knowledge and skills to see through political rhetoric and see through to the issues that</li> </ul>
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	affect their country state and town.
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
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	<ul style="list-style-type: none"> <li>● Teacher Computer w/ Internet Connection</li> <li>● Overhead Projector</li> <li>● Computer Projector</li> <li>● Textbook</li> <li>● The ability to make a significant amount of copies/handouts for student</li> <li>● Teacher website</li> <li>● Student software access to MS Word, Publisher, PowerPoint and Photo Story 3</li> <li>● Available student computer lab</li> <li>● Whiteboard with markers</li> <li>● General Classroom Supplies (paper, pencils, scissors, tape, glue etc.)</li> </ul>
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**Suggested Options for Differentiation**

<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing</li> <li>● Provide class notes ahead of time to allow students to preview material and increase comprehension</li> <li>● Provide extended time</li> <li>● Simplify written and verbal instructions</li> <li>● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words</li> </ul> <p><i>Special Education</i></p> <ul style="list-style-type: none"> <li>● Utilize graphic organizers to help provide a purpose for reading and increase comprehension</li> <li>● Assign peer tutor</li> <li>● Provide clear and specific directions</li> <li>● Provide class notes ahead of time to allow students to preview material and increase</li> </ul>	
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comprehension

- Provide extended time
- Simplify written and verbal instructions

#### 504 Plans

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#### *Gifted and Talented*

- Extension activities
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- Technology Integration
- Assistive Technology

#### **Core Instructional and Supplemental Materials**

- Google Shared Drive
- Text support material

**Teacher Notes:**

<b>Unit 3:</b> Geography	<b>Duration:</b> 25 Days
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
6.1.12.B.15.a Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.	

6.1.12.B.16.a

Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

6.2.12.B.5.e

Assess the role of boundary disputes and limited natural resources as sources of conflict.

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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJCLS for Language Arts Literacy

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**Analyze the common traits of effective state, national, or international leaders.**

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**9.1.12.D.2**

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**Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.**

**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

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**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

**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.**

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

[www.kahoot.com](http://www.kahoot.com)

**Other Assessments**

**Formative**

	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Notebook Checks</li> <li>● Writing Prompts</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities in the 21<sup>st</sup> century.</li> <li>● Such knowledge and skills enable students to make</li> </ul>
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	<p>informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.</p> <ul style="list-style-type: none"> <li>● Relate current events to the physical and human characteristics of places and regions.</li> <li>● Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> <li>● Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
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	<ul style="list-style-type: none"> <li>● Teacher Computer w/ Internet Connection</li> <li>● Overhead Projector</li> <li>● Computer Projector</li> <li>● Textbook</li> <li>● The ability to make a significant amount of copies/handouts for student</li> <li>● Teacher website</li> <li>● Student software access to MS Word, Publisher, PowerPoint and Photo Story 3</li> <li>● Available student computer lab</li> <li>● Whiteboard with markers</li> <li>● General Classroom Supplies (paper, pencils, scissors, tape, glue etc.)</li> </ul>
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## Suggested Options for Differentiation

### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

### *504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

### *Students at Risk of School Failure*

- Extended Time

- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Google Shared Drive

**Teacher Notes:**

**Unit 4:** The UN and International Governing System

**Duration:** 25 Days

**Standards/Learning Targets**

**Focus Standards (Major Standards)**

6.1.12.A.1.b

Analyze how gender, property ownership, religion, and legal status affected political rights.

6.1.12.A.2.a

Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

6.1.12.A.2.b

Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

6.1.12.A.11.a

Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.

6.1.12.A.11.b

Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.

6.1.12.A.11.c

Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.

6.1.12.A.11.d

Analyze the decision to use the atomic bomb and the consequences of doing so.

6.1.12.A.11.e

Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.B.7.a

Explain how global competition by nations for land and resources led to increased militarism.

6.1.12.B.15.a

Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.

6.1.12.C.1.a

Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Language Arts Literacy

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a

problem

RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at**

**[www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**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.**

**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**

**9.3.12.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.**

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

**Other Assessments**

<p><a href="http://www.kahoot.com">www.kahoot.com</a></p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Notebook Checks</li> <li>● Writing Prompts</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
<p><b>Knowledge and Skills</b></p>	
<p><b>Content</b></p>	<p><b>Skills</b></p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to global conflict?</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Such knowledge and skills enable students to collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</li> <li>● Such knowledge and skills enable students to <i>make informed</i> decisions as socially</li> </ul>

	<p>and ethically responsible world citizens in the 21<sup>st</sup> century.</p> <ul style="list-style-type: none"> <li>● All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.</li> <li>● All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</li> <li>● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
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	<ul style="list-style-type: none"> <li>● Teacher Computer w/ Internet Connection</li> <li>● Overhead Projector</li> <li>● Computer Projector</li> <li>● Textbook</li> <li>● The ability to make a significant amount of copies/handouts for student</li> </ul>
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- 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.)

### Suggested Options for Differentiation

#### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

#### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
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- Provide clear and specific directions
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- Provide extended time
- Simplify written and verbal instructions

#### *504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
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- Provide extended time
- Simplify written and verbal instructions

#### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- **Google Shared Drive**

**Teacher Notes:**

**Unit 5:** Terrorism

**Duration:** 25 Days

## Standards/Learning Targets

### Focus Standards (Major Standards)

#### 6.1.12.A.6.b

Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

#### 6.1.12.A.6.c

Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

#### 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.C.5.g

Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

#### 6.2.12.D.5.c

Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

#### 6.2.12.D.5.d

Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

#### 6.3.12.D.1

Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the

NJSLS for Language Arts Literacy

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

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Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

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RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

#### **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.**

**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**

**9.3.12.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.**

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

[www.kahoot.com](http://www.kahoot.com)

**Other Assessments**

**Formative**

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

**Summative**

- Chapter/Unit Test

	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Such knowledge and skills enable students to participate as members of a highly competitive national and global economic system.</li> <li>● Such knowledge and skills enable students to <i>make informed</i> decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.</li> <li>● All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.</li> <li>●</li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
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- Teacher Computer w/ Internet Connection
- Overhead Projector
- Computer Projector
- Textbook
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- Provide clear and specific directions
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#### 504 Plans

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
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- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- **Google Shared Drive**

**Teacher Notes:**

**Unit 6:** Global Financial System

**Duration:** 25 Days

## Standards/Learning Targets

### Focus Standards (Major Standards)

6.1.12.A.16.a

Examine the impact of media and technology on political and social issues in a global society.

6.1.12.A.16.b

Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.A.16.c

Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.B.16.a

Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

6.1.12.C.16.a

Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.C.16.b

Predict the impact of technology on the global workforce and on entrepreneurship.

6.1.12.C.16.c

Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.1.12.D.16.a

Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.D.16.b

Explain how and why technology is transforming access to education and educational practices worldwide.

6.1.12.D.16.c

Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12.C.6.a

Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.2.12.C.6.b

Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

6.2.12.C.6.c

Assess the role of the government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Language Arts Literacy

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

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Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

- **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**
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- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
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**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at**

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CRP1. Act as a responsible and contributing citizen and employee.

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CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**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.**

**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**

**9.3.12.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.**

## Evidence of Student Learning

**Performance Tasks/Use of Technology:**  
[www.kahoot.com](http://www.kahoot.com)

### Other Assessments

#### Formative

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks
- Writing Prompts
- Exit Tickets
- Classroom Games
- Self-assessment

#### Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

#### Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

#### Alternative

- Portfolio Project
- Modified assignments

## Knowledge and Skills

### Content

*Students will know...*

- What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to

### Skills

*Students will be able to..*

- Such knowledge and skills enable students to participate as members of highly competitive national and global economic systems.
- Such knowledge and skills

<p>global economics?</p>	<p>enable students to <i>make informed</i> decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.</p> <ul style="list-style-type: none"> <li>● All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.</li> <li>● All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century</li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
	<ul style="list-style-type: none"> <li>● Teacher Computer w/ Internet Connection</li> <li>● Overhead Projector</li> <li>● Computer Projector</li> <li>● Textbook</li> <li>● The ability to make a significant amount of copies/handouts for student</li> <li>● Teacher website</li> </ul>

- 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.)

### Suggested Options for Differentiation

#### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

#### *Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
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- Provide extended time
- Simplify written and verbal instructions

#### 504 Plans

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
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- Simplify written and verbal instructions

#### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking

- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Google Shared Drive

**Teacher Notes:**

<b>Unit 7:</b> Mass Media in the World Today	<b>Duration:</b> 25 Days
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	

6.1.12.D.12.e

Analyze the role that the media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

6.1.12.A.16.a

Examine the impact of media and technology on political and social issues in a global society.

6.1.12.D.7.b

Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

6.1.12A.14.f

Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLS for Language Arts Literacy

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10

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**Analyze the common traits of effective state, national, or international leaders.**

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**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.**

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**Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.**

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**Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.**

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**9.2.12.A.1**

**Analyze the relationship between various careers and personal earning goals.**

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**Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt**

**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.

**Evidence of Student Learning**

<p><b>Performance Tasks/Use of Technology:</b>  <a href="http://www.kahoot.com">www.kahoot.com</a></p>	<p style="text-align: center;"><b>Other Assessments</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Homework</li> <li>● Class Participation</li> <li>● Whiteboards/communicators</li> <li>● Think-Pair-Share</li> <li>● Do-Now</li> <li>● Notebook Checks</li> <li>● Writing Prompts</li> <li>● Exit Tickets</li> <li>● Classroom Games</li> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● What are effective strategies for accessing various sources of</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Such knowledge and skills enable students to display</li> </ul>

<p>information and historical evidence, determining their validity, and using the information to trace the development of cultures from their access to free speech or lack of free speech?</p> <ul style="list-style-type: none"> <li>● Include the concept of changing technology and the breaking down of International boundaries in the answer.</li> </ul>	<p>their ability to analyze communications of citizens in both a domestic and international setting in the modern world and help them become productive citizens in local, national, and global communities in the 21<sup>st</sup> century.</p> <ul style="list-style-type: none"> <li>● Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.</li> <li>● All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the modern world of communication and media.</li> <li>● All students will acquire the knowledge and skills to assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
	<ul style="list-style-type: none"> <li>● Teacher Computer w/ Internet</li> </ul>

Connection

- Overhead Projector
- Computer Projector
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- Assistive Technology

**Core Instructional and Supplemental Materials**

- **Google Shared Drive**

**Teacher Notes:**

<b>Unit 7: Human Rights</b>	<b>Duration: 25 Days</b>
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
6.1.12.B.13.b Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.	

6.1.12.D.13.a

Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

6.1.12.D.13.c

Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.A.12.b

Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

6.1.12.D.13.e

Explain why the Peace Corps was created and how its role has evolved over time.

6.1.12.A.12.c

Explain how the Arab- Israeli conflict influenced American foreign policy.

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

6.1.12.D.14.f

Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.A.15.b

Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

6.1.12.C.15.a

Relate the role of America's dependence on foreign oil to its economy and foreign policy.

6.1.12.D.15.a

Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.

6.1.12.D.15.b

Compare the perspectives of other nations and the United States regarding United States foreign policy.

6.1.12.D.15.c

Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

6.1.12.A.16.a

Examine the impact of media and technology on political and social issues in a global society.

6.1.12.D.16.c

Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2.12.A.6.b

Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

6.2.12.A.6.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.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.D.5.d

Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.3.12.D.1

Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLS for Language Arts Literacy

RH.11-12.1

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CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

#### **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.**

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**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.**

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**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.**

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**Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.**

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Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

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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.

**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

**9.3.12.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.

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

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**Other Assessments**

**Formative**

- Observation
- Homework
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**Summative**

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects

**Benchmark**

- State Standardized Assessments

	<ul style="list-style-type: none"> <li>• Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Portfolio Project</li> <li>• Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to human rights violations?</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>• Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities in the 21<sup>st</sup> century.</li> <li>• Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.</li> <li>• All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.</li> <li>• All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially</li> </ul>
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and ethically responsible world citizens in the 21st century.

**Instructional Plan**

**Suggested Activities**

**Resources**

- Teacher Computer w/ Internet Connection
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- 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
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**Suggested Options for Differentiation**

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- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
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- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

#### 504 Plans

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

#### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

#### *Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- **Google Shared Drive**

**Teacher Notes:**