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Created by:	PLC
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Toms River Regional Schools Social Studies Curriculum	
Content Area: Social Studies	
Course Title: 20th Century	Grade Level: High School Grade : 12
Nationalism in Europe: Unification of Italy and Germany (1800-1870)	20 days
The New Imperialism : Empire Building & Scramble for Africa (1871-1900)	30 Days
World War I (1901-1919)	20 Days
The Great Depression & World War II (1920-1945)	35 Days
The Cold War Korea, Egypt, Cuba & Vietnam (1946-1974)	30 Days
Economic Globalization End of the Cold War (1975-2000)	35 Days

Unit 1: Nationalism in Europe: Unification of Italy and Germany (1800-1870)

Duration: 20 Days

Standards/Learning Targets

Focus Standards (Major Standards)

6.2.12.A.3.a

Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

6.2.12.A.3.b

Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

6.2.12.A.3.c

Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.A.3.d

Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.

6.2.12.A.3.e

Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

6.2.12.B.3.a

Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

6.2.12.B.3.b

Relate the role of geography to the spread of independence movements in Latin America.

6.2.12.C.3.a

Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.

6.2.12.C.3.b

Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.c

Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12.C.3.d

Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

6.2.12.C.3.e

Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12.D.3.a

Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. Explain how industrialization and urbanization affected class structure, family life,

6.2.12.D.3.c

the daily lives of men, women, and children, and the environment.

Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

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 imperialism from multiple perspectives.

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 rule.

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/

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

Other Assessments

Formative

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Notebook Checks

	<ul style="list-style-type: none"> ● Writing Prompts ● Exit Tickets ● Classroom Games ● Self-assessment <p>Summative</p> <ul style="list-style-type: none"> ● Chapter/Unit Test ● Quizzes ● Presentations ● Unit Projects <p>Benchmark</p> <ul style="list-style-type: none"> ● State Standardized Assessments ● Quarterly Benchmark Assessment <p>Alternative</p> <ul style="list-style-type: none"> ● Portfolio Project ● Modified assignments
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Knowledge and Skills	
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Content	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How democratic movements form. ● The responsibilities leaders of a nation have. ● How to use a “realpolitik” approach in governing. ● How intense nationalism can have advantages and disadvantages for a country and its citizens. 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● What caused unification movements to occur? ● How did these movements grow, and spread? ● Who funded them and what other individuals stepped in to lead them? ● What reforms or changes occurred because of them? ● How did political boundaries change in these countries? ● How to construct and analyze maps to increase understanding of political boundaries in Europe. ● The different types of political ideology involved in unifying Germany and Italy. ● How Europe’s boundaries and unification movements were a direct result of Napoleon’s defeat and the
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	<p>decisions made at the Congress of Vienna.</p> <ul style="list-style-type: none"> ● How to identify the main goals of King Victor Emmanuelle and Otto Von Bismarck in unifying their nations. ● Map the old and new territories that were dissolved, unified, and created.
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Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● Biography: Giuseppe Garibaldi ● Otto Von Bismarck Iron and Blood Speech 	<ul style="list-style-type: none"> ● Textbook: ● Varies by school district Internet based materials: ● Data bases ● Web lessons ● United Streaming ● Power Points ● Other educational domain materials Video/DVD:

Suggested Options for Differentiation

<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> ● 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 <p><i>Special Education</i></p> <ul style="list-style-type: none"> ● 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 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

Teacher Notes:

Unit 2: The New Imperialism: Empire Building and the Scramble for Africa (1871-1900)	Duration: 30 Days
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Standards/Learning Targets

Focus Standards (Major Standards)

6.2.12.A.3.a

Explain how and why various ideals (democracy and nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

6.2.12.A.3.b

Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

6.2.12.A.3.c

Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government

6.2.12.A.3.d

Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.

6.2.12.A.3.e

Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

6.2.12.B.3.a

Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

6.2.12.B.3.b

Relate the role of geography to the spread of independence movements in Latin America.

6.2.12.C.3.a

Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.

6.2.12.C.3.b

Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.c

Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12.C.3.d

Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

6.2.12.C.3.e

Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

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.D.3.b

Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.D.3.c

Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

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 imperialism from multiple perspectives.

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 rule.

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RH.11-12.3

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RH.11-12.4

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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/

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.khoot.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

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

Content	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How natural resources motivated nations to compete for territory. ● How imperialism benefits the host nation at the expense of the other country. ● How different peoples reacted to western influence, politically and culturally. ● How 19th Century Europeans perceived Africans and the African continent. ● How 19th Century Europeans perceived Asians and Asia. 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● What is imperialism? ● What are the advantages and disadvantages of imperialism? ● How did the Berlin Conference open Africa up to exploitation by other nations? ● How did the British expand their empire? ● What nations explored Africa? ● How did natural resources encourage nations to compete for territory? ● How to construct and analyze maps to increase understanding of the British Empire. ● How an imperialistic agenda can result in modernization and exploitation. ● How European nations carved up Africa during the “Scramble for Africa.” ● How explorer David Livingstone gained popularity in Britain for his exploits in Africa. ● How the British Empire dictated trade and politics in Africa and Asia. ● How industrialization led nations to look elsewhere for raw materials.
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Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● www.ellisland.org ● Opium war ● Biography Matthew Perry 	<ul style="list-style-type: none"> ● Textbook: ● Varies by school district Internet based materials: ● Databases, such as www.ellisland.org ● Web Lessons ● United Streaming ● Power Points ● Other educational domain materials Video/DVD: ● BBC Biography David Livingstone ● Biography: Matthew Perry ● History Channel: Opium War ●

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
- Text support material

Teacher Notes:

Unit 3: World War I (1901-1919)	Duration: 20 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons	

for their spread in Europe and Asia.

6.2.12.A.4.b

Compare the rise of nationalism in China, Turkey, and India.

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.A.4.d

Assess government responses to incidents of ethnic cleansing and genocide.

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.B.4.b

Determine how geography impacted military strategies and major turning points during World War II.

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.B.4.d

Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

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.C.4.b

Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

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.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.D.4.a

Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

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.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.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 peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12.D.4.g

Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.

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 or sovereignty in Africa and Asia.

6.2.12.D.4.i

Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

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.k

Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

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/

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

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

Skills

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Identify and label the locations impacted by Imperialism. ● Students will explain the many “isms” and alliances the led to WWI. ● Students will explain how the styles of war had to keep pace with new technologies. ● State how the failure of the Versailles Conference led to the start of World War II. ● How nationalism helped spark WWI. 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Examine how the Treaty of Versailles resulted in the events that led to World War II. ● What were the geographical changes following WWI. ● What styles and methods of fighting were used in WWI. ● How technology advanced as the war carried on. ● How a moment of truce on the Eastern Front became known as the Christmas Truce. ● How the Black Hand plotted to kill Archduke Ferdinand. ● How secret alliances helped to divide Europe. ● The geographic locations of countries impacted by imperialism. ● The events that pulled countries into WWI. ● The conflict between the style of warfare and new technology resulted in mass casualties and stalemate. ● List the causes of WWI. ● Identify the Allies and the Central Powers on a map. ● Identify the Eastern and Western Fronts along with the style of fighting on each front. ● The motivations and intentions of the Allies and Central Powers. ● The full scope of the punishments declared in the Treaty of Versailles. ● The organization of a League of Nations.
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● Biography: Gavrillo Princip ● All Quiet on the Western Front ● The Lost Battalion ● War Horse ● History Channel: The Christmas Truce 	<ul style="list-style-type: none"> ● Textbook: ● Varies by school district Internet based materials: ● Data bases ● Web lessons

- Biography: Vladimir Lenin
- PBS Biography: Gandhi

- United Streaming
- Power Points

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
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504 Plans

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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 Great Depression and World War II
(1920-1945)

Duration: 35 Days

Standards/Learning Targets

Focus Standards (Major Standards)

6.2.12.A.4.a

Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.

6.2.12.A.4.b

Compare the rise of nationalism in China, Turkey, and India.

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.A.4.d

Assess government responses to incidents of ethnic cleansing and genocide.

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.B.4.b

Determine how geography impacted military strategies and major turning points during World War II.

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.B.4.d

Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

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.C.4.b

Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

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.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.D.4.a

Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

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.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.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 peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12.D.4.g

Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.

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 or

sovereignty in Africa and Asia.

6.2.12.D.4.i

Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

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.k

Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

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.

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- 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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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.

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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.

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

Other Assessments

Formative

- Observation
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
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- Classroom Games
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Summative

- Chapter/Unit Test
- Quizzes
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Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternative

- Portfolio Project
- Modified assignments

Knowledge and Skills

Content

Students will know...

- Students will recognize potential abuses when there are absolutely no government regulations regarding the economy.
- Students will determine what the role of the federal government is regarding the economy.
- Compare and contrast stimulus bills of the 21st Century.
- Students will draw connections with how

Skills

Students will be able to..

- What were the economic and financial practices that led to fall of the economy?
- What social conditions permitted the rise of dictators?
- How did countries move from a neutral stance to participation in WWII?
- Why did the Allies win WWII?
- The events that permitted the rise of totalitarian

<p>governments dealt with hostile governments in the 1930's with how they deal with hostile governments today.</p>	<p>regimes.</p> <ul style="list-style-type: none"> ● Conclude the effectiveness of the Allies war strategy in regards to initiating the surrender of the Axis powers. ● Explain the potential economic abuses by both industry as well as individuals in contributing to the Stock Market Crash and the Great Depression. ● Identify locations of regimes on maps. Explain how the belief in ethnic/racial superiority led to conquest and genocide. ● Explain how the failure of the League of Nations resulted in events spiraling to War in Europe. ● Explain how Germany lost and wasted resources through the invasion of Russia and the operation of labor/concentration and death camps. ● What led to the use of the atomic bombs thus ending WWII?
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Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● Other educational domain materials ● Video/DVD: ● Memphis Belle ● History Channel: Fall of the Third Reich ● Nuremberg Trials ● Schindler's List ● HBO Black Rain 	<ul style="list-style-type: none"> ● Textbook: ● Varies by school district ● Internet based materials: ● Data bases ● Web lessons ● United Streaming ● Power Points ● HBO's Band of Brothers ● HBO's The Pacific ● Saving Private Ryan

Suggested Options for Differentiation

<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> ● 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
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Special Education

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- Scaffolded Questioning
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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:

<p>Unit 5: The Cold War: Korea, Egypt, Cuba, and Vietnam (1946-1974)</p>	<p>Duration: 30 Days</p>
<p>Standards/Learning Targets</p>	
<p>Focus Standards (Major Standards)</p>	

6.2.12.A.5.a

Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).

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.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.A.5.d

Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, 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.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.B.5.c

Determine the impact of migration on the 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.B.5.e

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

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.C.5.b

Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.

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.d

Determine the challenges faced by developing nations in their efforts to compete in a global economy.

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.C.5.f

Assess the impact of the European Union on member nations and other nations.

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.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.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.

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CRP11. Use technology to enhance productivity.

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

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9.1.12.A.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.

9.2.12.A.2

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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.

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Performance Tasks/Use of Technology:

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Summative

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

Content	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How post-war geographical reorganization is oft times determined with little regard to future political relationships. ● What responsibilities do certain countries assume in their position as world super powers? ● How intervention in foreign affairs leads to military conflict. ● How war-time industries affect future economic, technological and social structures. 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● What were the geopolitical changes in the post war period in the world? ● How did the Cold War become “hot” wars in Korea and Vietnam? ● How did French involvement and Japanese aggression in Southeast Asia lead to the Vietnam War? ● How did Ho Chi Minh become a popular leader in North Vietnam? ● How did the Chinese assist the North Koreans in the Korean War? ● How did Cuban and Soviet relations heighten Cold War tensions. ● How to construct and analyze maps to increase understanding of the Cold War. ● The different political ideologies involved in the Cold War and their adverse effects on international politics and the home front. ● How the domino theory dictated US involvement in foreign affairs. ● The fear that permeated due to the spread of Communism in Asia and Europe. ● The intense competition between the US and Soviet Union in politics, sports, and the
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	<p>space race.</p> <ul style="list-style-type: none"> ● Identify the main goals of the superpowers in the postwar period and to explain why those goals were in conflict. ● The different political ideologies involved in the Cold War. ● The concepts of competing political ideologies and the adverse effects on international politics. ●
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Instructional Plan

Suggested Activities	Resources
<p>Video/DVD: K19: Widowmaker Red Dawn Thirteen Days Biography: Kennedy and The Cold War Biography: Ernesto ‘Che’ Guevara</p>	<p>Textbook: Varies by school district Internet based materials: Data bases Web lessons United Streaming Power Points Other educational domain materials</p>

Suggested Options for Differentiation

<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> ● 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 <p><i>Special Education</i></p> <ul style="list-style-type: none"> ● 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
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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 6: Economic Globalization and the End of the Cold War (1975-2000)

Duration: 35 Days

Standards/Learning Targets

Focus Standards (Major Standards)

6.2.12.A.5.a

Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).

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.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.A.5.d

Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, 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.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.B.5.c

Determine the impact of migration on the 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.B.5.e

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

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.C.5.b

Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.

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.d

Determine the challenges faced by developing nations in their efforts to compete in a global economy.

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.C.5.f

Assess the impact of the European Union on member nations and other nations.

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.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.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.

6.2.12.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.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

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/

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

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

	<p>Alternative</p> <ul style="list-style-type: none"> ● Portfolio Project ● Modified assignments
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Why the Middle East had the high level of control on the world economy. ● How the collapse of communist Europe affected world politics and the world economy. ● How to evaluate what the future might hold by analyzing the events of the 20th century. 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● What forces contributed to end the Cold War and the fall of Communism in the Soviet Union and in Eastern Europe? ● What are the geopolitical and economic interests that have made the Middle East of strategic importance to the world? ● What are some modern day examples of genocide? ● What role did Nelson Mandela play in uniting South Africa after apartheid? ● How to read and gather information from primary and secondary sources. ● The effects of technology on society and it lasting impact. ● Evaluate the global interdependence of nations in the areas of environment, disarmament and energy. ● Demonstrate how the post-Cold War restructuring has impacted the world. ● Identify how the world's economic interests influence its foreign policy. ● The chronology of terrorism throughout the world in the 20th century. ● How South Africa ended the discriminatory policy known as apartheid. ● How the breakup of the Soviet Union caused tension in Eastern Europe. ● The organization and mass killings by the Khmer Rouge in Cambodia. ● How tension in the Middle East over the creation of Israel and previous imperialistic approaches by Western nations has led to war.

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Instructional Plan

Suggested Activities	Resources
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