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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
Global Interactions : Renaissance & Reformation	30 days
The Age of Exploration Colonization & Nation Building	30 Days
Absolutism, Enlightenment and Revolutions	30 Days
European Nationalism, Industrial Revolution, and Global Imperialism	30 Days
Causes and Consequences of World Wars I and II	30 Days
20th Century Economics & Conflicts	30 Days

Unit 1: The Age of Exploration & Nation	Duration: 30 Days
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Building	
Standards/Learning Targets	
Focus Standards (Major Standards)	
<p>6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p> <p>6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p>6.2.12.C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.</p> <p>6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p>6.2.12.B.2.a Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.</p> <p>6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.</p> <p>6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.</p> <p>6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic</p>	

influence in the world.

6.2.12.B.2.b

Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.D.2.b

Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.D.2.d

Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.C.1.e

Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

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

<p>Performance Tasks/Use of Technology: www.kahoot.com</p>	<p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Observation ● Homework ● Class Participation ● Whiteboards/communicators ● Think-Pair-Share ● Do-Now ● Notebook Checks ● 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

Content	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Map the world, emerging empires of the 1500's ● Explain the qualities of an effective leader, government and economic policies and how they endure over time. ● Compare and contrast the religious persecution of Catholics, Protestants, Muslims and Jews in 14th, 15th and 16th century. ● Describe the economies and governments of Rome, Florence and Venice and how they shaped political and social life in Italy. ● Explain the impact the de Medici family had on the reintroduction of Greco Roman culture in Florence and the rising patronage of art. ● New innovations like paper, gun powder and medicine, astronomy and preservation of ancient knowledge from the Greeks and Romans impacted the growth of technology in Europe. ● The Printing press played a vital role in the spreading of information throughout Europe. ● The causes of the Protestant Reformation. ● The northern and southern European religious divides that transpired during the Protestant Reformation. ● That withstanding religious dogmas were challenged with new scientific, intellectual and technological. 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● How to locate themselves in the world in relation of the world and are learned. ● How quality of leadership and economies can grow an empire. ● That the three Abrahamic faiths shaped the political and economic policies and boundaries of Europe. ● Italy's geographic location as the center of Mediterranean trade grew their trade economies that would fuel a strong interest in classical knowledge and art. ● The rising Ottoman Empire brought the return of Ancient Greek and Roman texts to Italy. ● Match Renaissance technologies with the empire or region of the world where it developed. ● Cite that the printing press lowered the price of books, increased literacy, spread new political ideas and challenged old world views. ● Define Martin Luther, corruption in the Catholic Church and political and economic benefits to local princes. ● Label the Protestant and Catholic regions in post Reformation Europe. ● Summarize how the Catholic Church and their inquisitions responded to new scientific ideas i.e. Galileo.
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● This unit concentrates on Eastern and Western Asia and leading influences to the Renaissance and Reformation. The qualities and effects of the Renaissance and Reformation carry over into Unit 2. 	<ul style="list-style-type: none"> ● Teacher Computer w/ Internet Connection ● Overhead Projector ● Computer Projector ● Textbook ● The ability to make a significant amount

<ul style="list-style-type: none"> ● Remember, this is a World History Class, not simply Western Civics. The influence of the rest of the World on Europe must not be ignored.\ ● Web resources include www.historyteacher.net ● Project and PBL ideas include creating a Renaissance Faire in the classroom with students working in cooperative groups to analyze different aspects of art, science, government, and technology during the time period. 	<ul style="list-style-type: none"> ● 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.)
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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

Teacher Notes:

Unit 2: The Age of Exploration and Colonization & Nation Building	Duration: 30 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
6.2.12.C.1.e	

Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.B.1.b

Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.B.2.b

Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.D.1.a

Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.

6.2.12.C.1.b

Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.

6.2.12.C.1.d

Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa

6.2.12.C.1.c

Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.D.1.e

Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12.D.1.d

Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

6.3.12.A.2

Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.2.12.D.1.c

Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.D.1.b

Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.3.12.A.2

Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

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

RH.11-12.1

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RH.11-12.2

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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

<p>Performance Tasks/Use of Technology: www.khoot.com</p>	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Observation ● Homework ● Class Participation ● Whiteboards/communicators ● Think-Pair-Share ● Do-Now ● Notebook Checks ● 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
Knowledge and Skills	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Students will understand that the innovations in Europe, the Islamic empire and Asia provided necessary tools for European exploration. ● How the availability of natural resources and climate drove settlements in the New World. ● The driving force of religion and its influence on the settlement patterns it 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● How did various new technologies affect European exploration and conquest? ● Why role did natural resources, climate, and topography play in European exploration and colonization? ● What role did religion play in colonization of the new world? ● How did the movement of essential commodities from Asia, to Europe to America impact trade on the new world

created in the new world?

- The New World became desirable for economic growth of European Nations, and increased the need for new world settlements.
- The increased amount of gold and silver to Europe led to inflation in Southwest Asia, Africa and Europe?
- European nations like Spain, England and France prospered under a Mercantilist economy.
- The Colombian exchange introduced new products, plants, people and diseases to Europe which led to a new global market that changed the political, social and economic lives of the world.
- Europeans had advantages over the indigenous peoples of the new world and African slaves.
- Slavery and unfair labor practices still exist on our global world today.
- New European economic policies fueled the triangular trade.
- Slavery was and is a form of labor used throughout varying regions of the world.
- Define Printing Press, Cartography, Compass, Triangular Sail, Astrolabe and Caravel Ship
- Correlate and map the new world region to its natural resource.
- Label a new world map by its founding nation, religion and founding explorer.
- Describe the economic affects a new global trade economy had in the colonization of the New World.
- Explain how Gold and Silver from the new world brought power, wealth and inflation to European countries.
- Define mercantilism and relate it to modern day economic trade policies.
- Analyze the Colombian Exchange

economy and society?

- What was the economic impact on the new deposits of Gold and Silver to Southwest Asia, Africa and Europe?
- How did the era of exploration and its new economic theories of Mercantilism drive the growth and wealth of European nations?
- How the European economic, social and political practices affected Africa slaves, indigenous peoples and Europeans in the Spanish and Portuguese colonies?
- How do current case studies involving slavery, child labor, or other unfair labor practices in the United States compare to other nations today?
- What were the motivations and the cause and affect relationship for the Atlantic Slave Trade?
- What forms of slavery exist in the Modern World?
- The following definitions: Printing Press, Cartography, Compass, Triangular Sail, Astrolabe and Caravel Ship
- The warmer climates of the Caribbean, Central American Gold and the natural resources of sugar cane, tobacco fostered early colonization in Central and South America.
- Religions of the New World were spread based upon who colonized the region.
- That the discovery of new world Gold and Silver impacted European and world economies the negatively and positively.
- Mercantilist policies benefited the European Nations economy and led to the rise of powerful nation states in Western Europe.
- Students will know the affects of the Colombian exchange both economically, culturally and politically.
- Where slavery and unfair labor practices exist today in the world.
- The economic and social causes that fueled the African Slave Trade.
- That bondage, forced agricultural labor, child labor and sex slavery still exist in the world today.

<p>and chart the exchange of goods from the new world to the old.</p> <ul style="list-style-type: none"> ● Compare and contrast the affect of the Colombian exchange on the people of Africa and the indigenous peoples of the new world ● Evaluate modern day slavery and unfair labor practices that exist and develop a plan to bring attention to this global social issue ● Cite the indigenous depopulation of new world caused a rapid increase in African slavery ● Characterize and locate the varying forms of slavery that exist today. 	
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Instructional Plan	
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Suggested Activities	Resources
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<ul style="list-style-type: none"> ● This unit concentrates on exploration and trade by European and Asian powers. Motivation and reasons for their expansion is vital to the unit. ● Web resources include www.historyteacher.net ● PBL and project ideas include cooperative learning groups that analyze the political, cultural, economic, and religious forces that drove European powers to expand and colonize the New World. 	<ul style="list-style-type: none"> ● Teacher Computer w/ Internet Connection ● Overhead Projector ● Computer Projector ● Textbook ● The ability to make a significant amount of copies/handouts for student ● Teacher website ● Student software access to MS Word, Publisher, PowerPoint and Photo Story 3 ● Available student computer lab ● Whiteboard with markers ● General Classroom Supplies (paper, pencils, scissors, tape, glue etc.)
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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 comprehension● Provide extended time● Simplify written and verbal instructions <p>504 Plans</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 comprehension● Provide extended time● Simplify written and verbal instructions <p><i>Gifted and Talented</i></p> <ul style="list-style-type: none">● Extension activities● Opportunities for Critical Thinking● Problem Solving/Design Challenges● Technology Integration● Student Choice Activities● Student Driven Activities● Group Projects● Tiered Activities	

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
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- Provide extended time
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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
- Text support material

Teacher Notes:

Unit 3: Nation Building, Absolutism and Revolution	Duration: 30 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
6.2.12.A.2.c Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).	
6.2.12.A.2.a Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism,	

tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.

6.2.12.D.2.d

Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.D.3.a

Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12.A.3.d

Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities

6.2.12.A.3.a

Explain how ideals like liberty, popular sovereignty, natural rights, democracy and nationalism became driving forces for reforms and revolutions

6.2.12.A.3.C

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

6.2.12.A.2.b

Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society

6.2.12.A.3.b

Determine the extent to which the American, French, and Haitian revolutions influenced movements in Latin America

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"> ● Consolidation of power, a new world economy, advanced technology, Enlightenment philosophies, demographic growth and bureaucratic changes brought about the rise of powerful monarchies and nation states in Europe. ● The power of monarchies in powerful nation-states varied from absolute to limited and their responses to the Enlightenment ideas and philosophies. ● Napoleonic reforms like promotion by merit (with the Legion of Honor), central banking and one money coin system, Lycee school systems, religious tolerance towards Jews and Protestantism the interest of national unity and prosperity. This differed from earlier monarchs and set new precedents for government and economic policies. ● Research and determine the limitations of rights and inequalities within new democracies and Napoleonic reforms for women, religious minorities and non-Europeans. ● Recognize the philosophers responsible for the Enlightenment concepts of natural rights (i.e. life, liberty and right to property), direct and indirect rule by people, legislative branches, freedom of speech, innocent until proven guilty and women's rights. ● The lasting influences of parent nations politically, militarily, socially and 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● What were the factors that led to the rise of monarchies and absolutism in the nations of France, Spain and England? ● How did monarchies and bureaucratic governments rule differ throughout Europe? ● What affect did the Napoleonic reforms have on Europe and our world today? <ul style="list-style-type: none"> ● How did the Enlightenment philosophers of Locke, Rousseau, Voltaire and Montesquieu, shape an emerging world eager for natural rights? ● What populations were excluded from the rights and freedoms obtained through revolutions and how has this created a paradox between the constitutions and those who were actually entitled these freedoms? (examples - women, non-Europeans) ● What are the similarities and differences among the causes and results politically, socially and economically of revolutions in the Americas (Haitian, American, Mexican, French)? ● What relationship did emerging nations maintain with their former parent nations? ● Why were revolutionary nations successful or unsuccessful in their plight for democracy and global dominance?

economically.

- Students will note where the above Enlightenment ideas are located in American historical documents and which Americans created them and how they are still valid in present day evolving democracies.
- The similarities all revolutions have in common and the differing results of the revolutionary time period.
- The impact of geographic location, freedom from mercantilist policies, growing nationalism and freedom from oppression led to a rise in democratic reforms and legislatures in the new world.
- Compare the successes and failures of the United States of America, Mexico and Haiti in the development of thriving economic democracies.
- How evolving government policies and the history of a laissez-faire economy encouraged capitalism and shaped governments' policies regarding trade, business and private ownership.
- The French Revolution and its ever changing constitution failed and began and ended with an individual with absolute power.
- How English and French monarchies achieved power through economic, colonial, military and demographic growth.
- How French and English monarchs used their bureaucracies to strengthen their power.
- The differences between monarchies, limited monarchy, constitutional monarchy and dictatorship.
- How Napoleonic reforms like merit (with the Legion of Honor), central banking and one money coin system, Lycee school system, religious tolerance towards Jews and Protestants were innovative and positive forms of ruling.
- Why Napoleon failed with his later dictatorship style of ruling, lack of freedom

- Define monarchy, limited monarchy, colony, constitutional monarchy, bureaucracy, Parliament, dictatorship, laissez fair economics, and revolution, etc.
- Explain the historical significance of Queen Elizabeth I, Henry VIII, Louis XIV, Louis XVI, Marie Antoinette, Robespierre, Napoleon, Peter the Great, John Lock, Montesquieu, etc..
- Characteristics of successful leaders.
- Compare and contrast the differences between France's absolute monarchy and England's constitutional monarchy.
- Explain how France and England used mercantilist policies, rising populations and military strength to strengthen their nation states?
- Understand the varying forms of corruption in government bureaucracies and how their corruption can bring a country to its fall.
- Write an essay or role play on how enlightenment philosophers like Lock, Voltaire and Montesquieu impacted American government.
- State the similarities and differences between the French, American and Mexican revolutions and draw conclusions as to why America rose to the most powerful democratic nation in the 21st century.
- Compare and contrast primary source material of the limits to women's rights from the American and French Revolutions to that of the participating nations in the Arab Spring and their emerging democracies.
- Utilize Speak to a survivor of the Arab Spring and discuss the impact it has had on their life.
- Research, analyze and evaluate the importance of the internet and social media in the success of the Arab Spring of 2011.

<p>of press, and goals for military supremacy led to his decline.</p> <ul style="list-style-type: none"> ● The similarities and differences of the French, American and Mexican revolutions. ● The role of geography in the success and goals of early revolutionary countries to be free of the mercantilist policies of the parent nations. ● The basis and historical references of past revolutions in comparison to the revolutions in North Africa in the Arab Spring of 2011. ● Why America was more successful than Mexico in the development of a thriving economic democracy? ● Identify the causes and outcomes of the French Revolution and its multiple, failed constitutions that brought the revolution full circle from an absolute monarch to an absolute emperor. ● A government based on the balance of powers leads to greater reform, rule of law and constitutional order. ● The impact limitations of women and non-European rights were in the revolutions of the 18th through 20th centuries and the similarities to that of revolutions in Arab Spring in the spring 2011. ● The importance of the internet and social media in the success and global support of the Arab Spring of 2011. 	
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● This Unit focuses on how the prevailing economic, political, and social conditions in Europe and the World led to revolution and reform ● Students can reenact the end of 	<ul style="list-style-type: none"> ● Teacher Computer w/ Internet Connection ● Overhead Projector ● Computer Projector ● Textbook

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

- 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
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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 4: European Nationalism, Industrial Revolution and Imperialism

Duration: 30 Days

Standards/Learning Targets

Focus Standards (Major Standards)

6.2.12.B.3.b

Relate the Industrial Revolution to population growth, new migration patterns, urbanization and the impact it had on environment.

6.2.12.C.3.d

Determine the extent to which scientific and technological changes, transportation, and new forms of energy brought about massive social, economic and cultural changes.
(Trains, steam engines, telephone, telegraph, iron & coal)

6.2.12.C.3.a

Analyze the interrelationships (effects) among the agricultural revolution, population growth, industrialization, specialization of labor and patterns of land holding.

6.2.12.B.3.c

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

6.2.12.D.3.b

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

6.2.12.C.3.b

Analyze the interrelationships among the Industrial Revolution and nationalism, competition for global markets, imperialism and natural resources (i.e. rise of nations and factors that led to WWI)

6.2.12.B.3.a

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

6.2.12.A.3.g

Analyze the motives and methods of European nations, Japan and the US and their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these

actions on their relations

6.2.12.C.3.e

Assess the impact of imperialism on economic development in Africa and Asia

6.2.12.C.3.f

Determine the extent to which Latin America political independence also brought about the economic independence in the region

6.2.12.D.3.d

Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of the imperialism from multiple perspectives

6.2.12.D.3.c

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

6.2.12.C.6.b

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

6.2.12.A.3.e

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

6.2.12.A.3.f

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

6.2.12.D.3.e

Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rules

6.2.12.A.3.g

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

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.

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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.

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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

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:	Other Assessments
<p>www.kahoot.com</p>	<p>Formative</p> <ul style="list-style-type: none"> ● Observation ● Homework ● Class Participation ● Whiteboards/communicators ● Think-Pair-Share ● Do-Now ● Notebook Checks ● Writing Prompts ● Exit Tickets ● Classroom Games ● Self-assessment <p>Summative</p> <ul style="list-style-type: none"> ● Chapter/Unit Test ● Quizzes

	<ul style="list-style-type: none"> ● 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 did the Industrial Revolution and the Agricultural Revolution change the social, economic and cultural lives of urban and rural peoples? ● How did new technologies and the demand for natural resources bring economic and social changes to Imperialist nations? ● What social and democratic reforms were caused by the industrialized nations such as Great Britain, France, and the United States? ● How did the Industrial Revolution lead to nationalism and the growth of imperialism? ● How did the political boundaries change globally due to industrialization and imperialism? ● What were the motives, methods and practices of European nations, Japan and the USA to claim and dominate land and build their empires? ● What social, political and economic impact did imperialism have in Africa (particularly the African Congo), India and China? 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● The Industrial and Agricultural Revolutions were events in history that caused rapid increases in populations, job displacement and job creation and an overall rise in the standard of living. ● That new technologies such as the steam engine locomotive, telegraph and electricity dramatically changed the way transportation, standard of living, business practices and communication. ● The drive for natural resources led industrialist nations to dominate and influence the nations within Africa and Asia. ● The political borders in Africa and Asia were formed by European and industrialists and not indigenous peoples. ● That the Industrial Revolution caused many European nations to centralize their governments to conform and prosper in a rising capitalist economy. ● That many nations of Africa and Asia suffered under imperialist rule for
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- How did British rule of India affect India's culture and economy?
- How did China and Japan differ in their responses to forced Western Imperialistic events and the effect it had in their culture, economy and political makeup as they entered the twentieth century?
- Technological and agricultural advancements like the steel plow and textile loom led to a population increase that later helped fill emerging factory workshops of the Industrial Revolution.
- How steam engine locomotives and new forms of transportation for goods and peoples impacted urban and suburban populations.
- How transportation and communication technology changed the business world with the delivery people, goods and resources in global business affairs.
- How the need for natural resources like coal, timber and iron motivated European Imperialists to explore the continents of Africa and Asia.
- That the indigenous peoples of imperialized countries often suffered racism, poor treatment, genocide, lack of education and slavery.
- How the populations of imperialized areas of Asia and Africa were represented, treated and dominated politically and culturally by the Western minority population in government.
- How the ancient social practices such as the caste system of India were strengthened under English rule despite England's efforts to minimize it.
- That Japan embraced imperialist policies following the renegotiation of Unequal Treaties with Western nations.
- China's response to Western dominance led to an isolationist policy including seclusion from global trade and

over 100 years and in turn lost their political, economic and cultural identities.

- How imperialism impacted the culture and economy of the indigenous peoples of the African Congo and India.
- That China and Japan took separate paths in their reactions to industrialization and imperialism.
- Define Agricultural Revolution, Industrial Revolution, textiles, factory, enclosure act, imperialism, caste system, culture, capitalism, capitalist economy, Berlin Conference, indigenous peoples, racism, opium invasion, and Unequal Treaties.
- Read and analyze charts and graphs on the impact of steam power and classify the information under social, political, economic and cultural subtitles.
- Relate the new industrialist technologies of the steam engine locomotives and ships, steel plow, electricity, textile advances, and the telegraph to emerging technologies today.
- State the specific natural resources in demand during the Industrial Revolution and how their importance led to imperialism.
- Draw conclusions on how America's activity in recent Middle East wars ties to natural resources and the Industrial Revolution.
- Compare and contrast primary source documents on the atrocities of Imperialism; for example the history the Belgian Congo and atrocities of the genocide in modern Africa
- Draw parallels of the social stratification systems present in ancient, modern and post-modern

<p>interaction.</p>	<p>societies and their economic, social and cultural impact.</p> <ul style="list-style-type: none"> ● Identify through a primary source the realities and challenges that face those people at the lower echelon of the social stratification ● Classify primary and secondary source information about the effects of industrialization and imperialism on Asian and African nations. ● Draw conclusions as to the trade partnerships that were established during the time period of Industrialization and Imperialism. ● Research, analyze and discuss the interactions between Japan and China with European nations and the United States during the Age of Imperialism.
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Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● Website resources include www.learning.blogs.nytimes.com and www.smplanet.com/imperialism/toc.html ● The main focus of this unit is the Industrial Revolution and Imperialism, linking them through the need for raw materials ● Writing projects and debate topics could include the beneficial effects of imperialism for the dominate nation vs. the negative impacts on the imperialized nation. 	<ul style="list-style-type: none"> ● Teacher Computer w/ Internet Connection ● Overhead Projector ● Computer Projector ● Textbook ● The ability to make a significant amount of copies/handouts for student ● Teacher website ● Student software access to MS Word, Publisher, PowerPoint and Photo Story 3 ● Available student computer lab ● Whiteboard with markers ● General Classroom Supplies (paper, pencils, scissors, tape, glue etc.)

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
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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 5: Causes and Consequences of World War I and II

Duration: 30 Days

Standards/Learning Targets

Focus Standards (Major Standards)

6.2.12.A.4.a

Explain the rise of fascism and spread of communism in Europe and Asia.

6.2.12.D.4.a

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

6.2.12.B.4.a

Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.

6.2.12.C.4.d

Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

6.2.12.C.4.b

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

6.2.12.D.4.g

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

6.2.12.C.4.a

Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

6.2.12.B.4.c

Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.

6.2.12.D.4.b

Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.D.4.c

Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

6.2.12.A.4.c

Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

6.2.12.D.4.j

Analyze how the social, economic, and political roles of women were transformed during this time period.

6.2.12.D.4.e

Compare how Allied countries responded to the expansionist actions of Germany and Italy.

6.2.12.D.4.f

Explain the role of colonial people in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12.C.3.c

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

6.2.12.A.4.b

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

6.2.12.D.4.d

Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

6.2.12.B.4.b

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

6.2.12.A.4.d

Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.C.4.c

Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.D.4.i

Assess the cultural impact of World War I, the Great Depression, and World War II.

6.2.12.D.4.h

Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule of sovereignty in Africa and Asia.

6.2.12.D.4.i

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

6.2.12.B.4.d

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

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.

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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

<p>Performance Tasks/Use of Technology: www.kahoot.com</p>	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Observation ● Homework ● Class Participation ● Whiteboards/communicators ● Think-Pair-Share ● Do-Now ● Notebook Checks ● 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
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● What were the MAIN (militarism, alliances, imperialism, nationalism) causes of World War I? ● How did the unification of Germany and Italy impact the global balance of power? ● How did the technological advancements utilized in World War I affect the nature of warfare and the post WWI era? 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● The MAIN causes of World War I were militarism, alliances, imperialism and nationalism. ● Germany and Italy became consolidated nations in order to industrialize and compete with fellow industrialized imperialist nations. ● The new military technologies utilized in WWI and WWII and

- What are the differences in alliances, technology, science, casualties, reparations, military tactics and social impact between WWI and WWII?
- How did nationalism and propaganda involve civilians in support of military operations and total war?
- What were the causes of the Russian Revolution and how did this further impact Russia/USSR during WWI and WWII?
- How did ethnic differences and the political makeup of European nations and their imperialist holdings factor into the outcomes of WWI and WWII?
- How did the decline of the Ottoman and Austro-Hungarian Empires lead to the creation of new nations in Europe and the Middle East?
- How did fascist, socialist and communist movements develop in nations following both WWI and WWII and how did this differ from capitalist nations?
- What were the weaknesses of the Treaty of Versailles and how did this lead to the conflicts that caused World War II?
- How were ethnic cleansing and genocide sanctioned by governments worldwide before, during and after WWI and WWII?
- What were the economical, social and political impacts of the wars?
- What was the response of nations to the global depression that occurred in between WWI and WWII?
- The causes, events and results of WWI and WWII.
- The economic, social and political factors that created a climate of global conflict and the attempted resolutions for both world wars.
- The motivations driving the unification of Germany and Italy to become a part of the

their effects on the concept of total war.

- Propaganda, nationalism and censorship impacted the support for war by civilians.
- The global imperialist claims of European nations led to world wide involvement in the wars.
- Particular ethnic groups were victims of genocide sanctioned by governments.
- Long standing empires such as the Ottoman and Austro-Hungarian Empires would be divided into new nations.
- Following WWI and WWII new powerful fascist, socialist and communist nations emerged.
- Following WWI, The Treaty of Versailles assessed the majority of the blame and reparations to Germany and did not create a lasting plan for peace among these nations.
- The global economic depression of the 1930's was caused by inflation, deregulation and reparations from WWI.
- Nations had various responses to the global depression, i.e. Germany renewing its military industry.
- Identify, describe and explain the causes, events and results of WWI and WWII.
- Diagram and analyze the economic, social, and political impact of WWI and WWII and the results of the resolutions of each conflict.
- Evaluate the importance of nations to unify, industrialize and participate in the global economy (i.e. Italy and Germany).
- Describe the new technology that were part of modern warfare and

<p>global economy and race to industrialize.</p> <ul style="list-style-type: none"> ● The advancements that were made in military technology, communication and transportation that escalated the scale of warfare and the impact on civilians and military participants. ● The impact of propaganda and nationalism on the outcome and support for military operations. ● That nationalism and political ideologies were shared globally with the colonies of imperialist nations, therefore spreading the violence and conflict throughout their empires. ● The decline of the Ottoman and Austro-Hungarian Empires causes new nations to emerge following WWI and WWII. ● How fascist, socialist and communist movements developed globally and the economic, political impacts of each. ● Why capitalist or socialist governments in the post war era created alliances. ● The reasons the Treaty of Versailles did not effectively address the causes and responsibility of WWI, therefore drawing the same nations into WWII. ● That ethnic cleansing and genocide were sanctioned by governments worldwide and included but was not limited to Jews, Roma, Armenians, Ukrainians, and Chinese. ● The World Wars led to global inflation followed by depression, destruction of land and culture, religious intolerance, ethnic cleansing and political divisions 	<p>advantageous to powerful nations (i.e. Germany – submarine) as well as determine the shift to total war that impacted and ended the lives of military and civilians in warring nations.</p> <ul style="list-style-type: none"> ● Analyze and evaluate primary source documents such as political cartoons, war propaganda, diaries and government policies such as mandatory conscription that encouraged global warfare. ● Compare and contrast historic political maps to determine the nations that emerged in the post war years with the decline of the Ottoman and Austro- Hungarian Empires. ● Define and apply the terms communism, socialism, fascism, capitalism, nationalism, militarism, and alliance to the causes and outcomes of WWI and WWII. ● Identify and assess the origins of alliances of the twentieth and twenty-first centuries based upon their affiliation as a socialist or capitalist nation. ● Evaluate the intended purposes of the Treaty of Versailles and how the majority of the responsibility for WWI was placed on Germany and how this did not address the MAIN causes of WWI, subsequently leading to WWII. ● Define genocide and determine the broad scope of various minorities that were targeted, discriminated against, and exterminated throughout the Holocaust.
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Instructional Plan

Suggested Activities	Resources
<ul style="list-style-type: none"> ● The main focus of this unit is WWI and WWII. The causes and effects are each analyzed, especially how WWI led to WWII. ● Concentrate on the fact that it was a global conflict, with a focus on Europe, not simply the involvement of the U.S. ● Web resources include www.museumbox.e2bn.org , www.besthistorysites.net 	<ul style="list-style-type: none"> ● Teacher Computer w/ Internet Connection ● Overhead Projector ● Computer Projector ● Textbook ● The ability to make a significant amount of copies/handouts for student ● Teacher website ● Student software access to MS Word, Publisher, PowerPoint and Photo Story 3 ● Available student computer lab ● Whiteboard with markers ● General Classroom Supplies (paper, pencils, scissors, tape, glue etc.)

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 6: 20th Century Economics & Conflicts

Duration: 30 Days

Standards/Learning Targets

Focus Standards (Major Standards)

6.2.12.C.5.a

Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.

6.2.12.A.5.a

Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.

6.2.12.C.5.b

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

6.2.12.A.5.b

Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.

6.2.12.A.5.d

Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

6.2.12.A.5.e

Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

6.2.12.B.5.a

Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

6.2.12.B.5.c

Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.

6.2.12.B.5.d

Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.

6.2.12.C.5.d

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

6.2.12.C.5.f

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

6.2.12.D.5.a

Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.D.5.b

Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.

6.2.12.A.6.b

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

6.2.12.B.6.a

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

6.2.12.C.6.a

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

6.2.12.C.6.c

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

6.2.12.C.6.d

Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.2.12.A.5.c

Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.

6.2.12.B.5.b

Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

6.2.12.C.5.c

Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

6.2.12.C.5.e

Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.

6.2.12.B.4.c

Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.

6.2.12.A.6.a

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

6.2.12.B.5.e

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

6.2.12.A.6.c

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

6.2.12.C.5.g

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

6.2.12.A.6.d

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

6.2.12.D.5.c

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

6.2.12.D.6.a

Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

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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.

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

Students will know...

- How did the economies of Western Europe and Asian countries, particularly China and Japan change post WWII?
- What are the similarities and differences between capitalism, Western European democratic socialism and communism?
- How did the Cold War begin and how did the USSR and the United States differ in their political and economic ideologies?
- What impact did the decline of imperialism and the 20th century independence movements in Africa and Asia have on the post-World War era?
- What factors led to the rise and decline of the USSR and what impact did it create on the political borders of Eastern Europe?
- What impact did the nuclear arms race have on the relations between the United States and communist countries?
- What political, economic and social and influences has terrorism had world governments
- How has a global economy affected the social stratification of the United States, India, China and other nations throughout the world?
- Analyze the responsibility of the world community in response to events of mass genocide.
- The economies of nations throughout the globe are connected through trade as well as supply and demand. This creates new social stratifications based on the decline of old industries, particularly in the realm of technology and communication.
 - that practiced these governments and economic theories.
 - The global political relationships following WWII and the economic strategies to

Students will be able to..

- Economic growth in the post WWII era was diverse as many nations rebuilt while reestablishing postwar industry in countries with differing economic philosophies (capitalism vs. communism).
- The origins of socialism and communism are related, and a response to monarchies, laissez-faire, mercantilism and capitalism.
- Not all socialist governments were extreme and there are distinct comparisons to be made between those governments and extreme socialist countries such as the USSR and Cuba.
- Socialism and communism appealed to nations such as China, the USSR and Cuba in the post WWII era.
- Communist and socialist countries strove to extend their sphere of influence in neighboring countries such as Eastern Europe, Central and Southwest Asia.
- The decline of imperialism brought new political borders and tremendous political change and revolution in former colonies, particularly in Africa and Asia.
- Military operations that were products of the Cold War (the Korean and Vietnam Wars) left very devastating outcomes.
- The factors that led to the rise of influence and power in the USSR and the reasons that led to its decline and breakup.
- The Nuclear Arms race and Cold War had an effect on the Middle East and Central Asia with regard to their local

rebuild.

- The divergence of political philosophies and influences that will exist to create the Cold War between democratic and communist nations.
- The role of the United Nations in monitoring, negotiating and maintaining peace among the world's recognized nations.
- The impact of the decline of imperialism and the challenges that faced emerging nations in the 20th and 21st centuries
- The factors that led to the rise and decline of the USSR and the impact it had politically and socially in Eastern Europe and Central Asia.
- The causes of the nuclear arms race and differing philosophies of capitalist versus communist governments as well as the actions that were taken by both to build up, then reduce their nuclear arms.
- The role of countries in the Middle East with regard to natural resources and the nuclear arms race.
- The geographic and cultural disputes that arose due to the dissolution of the Ottoman and Austro-Hungarian Empire and rise of the USSR.
- Define terrorism and the factors that have contributed to the "War on Terror" globally.
- The global economy has affected and altered social stratification worldwide, specifically in China, India, and the United States.

struggles for autonomy and the supply of weapons by the USA and USSR.

- Disarmament agreements were made by the USSR and USA, and the current efforts to prevent particular nations from developing nuclear capabilities.
- The petroleum industry is a powerful political force behind the global economy as well as having a large impact on the environment.
- The War on Terror and the events of September 11, 2001 sparked responses of the global community.
- The economies of nations throughout the globe are connected through trade as well as supply and demand. This creates new social stratifications based on the decline of old industries, particularly in the realm of technology and communication.
- Define socialism, communism, democracy and capitalism; compare and contrast these theories of economics and government with the emerging powerful nations following World War II.
- Determine the causes of the Cold War and the actions taken on both sides to limit and exceed competing countries' power and influence globally.
- Analyze the purpose of the United Nations and its effectiveness in creating a global organization to promote peace and prevent conflict.
- Evaluate the decline of imperialism and the struggles for independence and self-determination of new emerging nations in Africa and Asia.
- List and describe the factors and events that led to the decline of the USSR and communism in

	<p>their areas of influence.</p> <ul style="list-style-type: none"> ● Research and identify the causes of the nuclear arms race and the motives for the build-up of arms. ● Explain the reasons for the determination and cooperation of the USA and USSR to reduce and end the arms race. ● Identify the importance of natural resources in the Middle East and how that relates to the nuclear potential of those nations. ● Geographically identify the nations that were created due to the dissolution of the Ottoman and Austro-Hungarian Empires and well as the USSR. ● Discuss the role of the United Nations and United States in its support of Israel as an ally. ● Identify terrorist acts and organizations as well as the locations where they operate. ● Discuss and create a Venn diagram that illustrates the change in social stratification that has been altered in the age of the Internet, specifically in China, India and the United States.
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Instructional Plan	
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Suggested Activities	Resources
<ul style="list-style-type: none"> ● This unit covers the emerging government and economies of the 20th century in a post- World 	<ul style="list-style-type: none"> ● Teacher Computer w/ Internet Connection ● Overhead Projector ● Computer Projector

<p>War Era.</p> <ul style="list-style-type: none"> ● While a large focus of this Unit is based on Cold War relations, the growth of newly independent nations in Africa, Asia, and Latin America is also very important. ● Web resources include www.coldwar.org ● Writing projects can include analyzing how the arms race and space race led to the increased tension as well as debt for the U.S.A. and U.S.S.R. ● Students can work in cooperative groups to complete a PBL task on propaganda. Each group would be given a certain issue that they had to convince the populace of their home nation to support. 	<ul style="list-style-type: none"> ● 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.)
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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:

