

Secaucus Board of Education

World Civilizations
Course Codes: 2110, 2120, 2130, 6241
Social Studies



*Born on December 2016
Aligned to the NJSLS-ELA adopted 2016
Aligned to the Social Studies, Technology, and 21st Century Life and Careers Standards adopted 2014
Adopted by the Secaucus Board of Education on January 19, 2017*

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

World Civilizations provides the student with an in-depth study of world civilizations. It establishes a background of information for future studies in high school and college. The major civilization and historical periods in the history of mankind will be studied. The major areas are: Renaissance, Reformation, European exploration and expansion, Asia in transition, industrial revolution, Africa and the Americas, the rise of modern nations, revolutions, imperialism and the contemporary world.

Interdisciplinary Connections

- ✓ Shakespeare
- ✓ Renaissance literature
- ✓ Art and music
- ✓ Philosophy
- ✓ Science
- ✓ Comparative religions
- ✓ Mathematics
- ✓ Public speaking

Course Modifications (ELLs, Special Education, Gifted and Talented)

The teacher will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit:	The Emergence of the First Global Age (1350-1770)					
Timing:	Approximately three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.					
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="533 496 1934 599">Social Studies: 6.2.12.A.1.a, 6.2.12.B.1.a, 6.2.12.B.1.b, 6.2.12.C.1.b, 6.2.12.C.1.c, 6.2.12.C.1.d, 6.2.12.C.1.e</td> </tr> <tr> <td data-bbox="533 599 1934 797">ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.8, RH.9-10.9, RH.9-10.10 WHST.9-10.1, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.9, WHST.9-10.10</td> </tr> <tr> <td data-bbox="533 797 1934 883">Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td data-bbox="533 883 1934 969">Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </table>		Social Studies: 6.2.12.A.1.a, 6.2.12.B.1.a, 6.2.12.B.1.b, 6.2.12.C.1.b, 6.2.12.C.1.c, 6.2.12.C.1.d, 6.2.12.C.1.e	ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.8, RH.9-10.9, RH.9-10.10 WHST.9-10.1, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.9, WHST.9-10.10	Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3	Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12
Social Studies: 6.2.12.A.1.a, 6.2.12.B.1.a, 6.2.12.B.1.b, 6.2.12.C.1.b, 6.2.12.C.1.c, 6.2.12.C.1.d, 6.2.12.C.1.e						
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Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12						
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:				
<ul style="list-style-type: none"> How does trade and world exploration affect a civilization's traditions, population, environment and economy? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand that some empires are more effective at maintaining control than others. ❖ Explain major changes in world political boundaries between 1450 and 1770 to assess the extent of European control. ❖ Determine the role of the environment in 	<p>Students create a broadside (newspaper), to explain a scientific discovery during the Scientific Revolution.</p> <p>Students design postage stamps to commemorate an explorer they studied during the Age of Exploration</p> <p>Students construct timelines of: Ming, Qing Dynasties,</p>				

	<p>relation to European exploration, colonization, and settlement patterns.</p> <ul style="list-style-type: none"> ❖ Compare and contrast the economic policies of Eastern nations to determine the impact these policies had on growth within the emerging global economy. ❖ 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. ❖ 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. ❖ Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans. ❖ Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt 	<p>Ottoman & Mughal Empires. Students will include cultural & artistic accomplishments during the time period.</p> <p style="text-align: center;"><u>Sample Activity</u> <u>New and Improved</u></p> <p>Franklin has been called the “patron saint of advertising” because he used the media of his time—newspapers, broadsides, letters, pamphlets, and word-of-mouth—to sell products and ideas. Students explore some of the advertising methods used in colonial times and compare those techniques to modern advertising.</p> <p style="text-align: center;"><u>Sample Activity</u> <u>Meet My Alter-Ego</u></p> <p>Like many of his contemporaries, Ben Franklin used pseudonyms for some of the letters and essays he published. Each of these noms de plum had a distinct personality and were written from a unique point of view. Students learn about Franklin’s pseudonyms, create pseudonyms for themselves, and write letters or essays from the point of view of their invented persona.</p>
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	<ul style="list-style-type: none"> ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
Assessments:	Materials:	Resources:

Class participation and discussions	Interactive Whiteboard	Broadside Printing
DBQs: document-based questions	DVD/video player	Benjamin Franklin: Teacher's Guide
Presentations	Laptops with Internet access	Transatlantic Slave Trade
Investigation questions		Holt, Rinehart and Winston. <i>World History: People & Nations</i>
Classwork		<i>The World History AGS series</i>
Homework		
Section quizzes, and chapter tests.		
Research		
Annotating texts		

Unit:	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350 – 1700)					
Timing:	Approximately three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.					
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="533 496 1934 597">Social Studies: 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.B.2.a, 6.2.12.C.2.a, 6.2.12.D.2.a, 6.2.12.D.2.b, 6.2.12.D.2.c, 6.2.12.D.2.d, 6.2.12.D.2.e</td> </tr> <tr> <td data-bbox="533 597 1934 797">ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.8, RH.9-10.9, RH.9-10.10 WHST.9-10.1, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.9, WHST.9-10.10</td> </tr> <tr> <td data-bbox="533 797 1934 883">Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td data-bbox="533 883 1934 969">Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </table>		Social Studies: 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.B.2.a, 6.2.12.C.2.a, 6.2.12.D.2.a, 6.2.12.D.2.b, 6.2.12.D.2.c, 6.2.12.D.2.d, 6.2.12.D.2.e	ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.8, RH.9-10.9, RH.9-10.10 WHST.9-10.1, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.9, WHST.9-10.10	Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3	Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12
Social Studies: 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.B.2.a, 6.2.12.C.2.a, 6.2.12.D.2.a, 6.2.12.D.2.b, 6.2.12.D.2.c, 6.2.12.D.2.d, 6.2.12.D.2.e						
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Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12						
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:				
<ul style="list-style-type: none"> How did the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy). Relate the geographic location of Italian city-states to the fact that Italy was the center of the 	<p>Write an Encyclopedia-style entry on a topic that would be of interest to someone studying the Enlightenment, such as one of its beliefs, characteristics, leading figures, or effects.</p> <p style="text-align: center;"><u>Sample Activity</u> <u>Facebook</u></p> <p>Students will create a Facebook page for an inventor</p>				

<p>government, laissez-faire economics, promotion by merit, and new theories of education) alter political thought in Europe, and impact ideas over time?</p>	<p>Renaissance.</p> <ul style="list-style-type: none"> ❖ Determine the factors that led to the Renaissance and the impact on the arts. ❖ Determine the factors that led to the Reformation and the impact on European politics. ❖ Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. ❖ Assess the impact of the printing press and other technologies developed for the dissemination of ideas. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text 	<p>that they studied during the Industrial Revolution.</p> <ul style="list-style-type: none"> • Your page will be based on the life of the inventor you are researching • Create a profile for inventor Profile information (you must include 5) Choose the ones that you can use to best support your understanding of the book. <ul style="list-style-type: none"> ○ Hometown/Current town ○ Relationship Status ○ Activities (with explanations of why your inventor would be engaged in these activities) ○ Favorite Books/TV/Music your inventor would enjoy and explanation of why he/she might read them. ○ Birthdate ○ Include groups your inventor might join and explain why he or she might join them • Friends: Include profile pics of at least 6 “Facebook friends” of your inventor • As you read, pull out a short quote or isolate an important moment during the era we are studying that can be easily made as a status update. Include a min of 8 “Status updates” 6 replies from others • All posts and replies must accurately demonstrate understanding of the person you chose, their contributions to history, and the time period • A status update: the purpose of a status update is to inform your “friends” about what he/she is doing/feeling/experiencing at different points in history. • You also need to create photos for your
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	<p>(e.g., figurative, connotative, technical)</p> <ul style="list-style-type: none"> ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	<p>inventor. Include a minimum of 3 photos of situations, settings or circumstances in which he/she might be involved or interested. Include 2 photos in which they might be “tagged.”</p> <ul style="list-style-type: none"> • You can also create groups or create ads on the side of your page (real or imaginary).
Assessments:	Materials:	Resources:
<p>Class participation and discussions</p> <p>DBQs: document-based questions</p> <p>Presentations</p> <p>Investigation questions</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Facebook Template</p> <p>What Was the Enlightenment?</p> <p>European History</p> <p>Holt, Rinehart and Winston. <i>World History: People & Nations</i></p>

Classwork Homework Section quizzes, and chapter tests. Research Annotating texts		<i>The World History AGS series</i>
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Unit:	Age of Revolutions (1750-1914)
Timing:	Approximately three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.

New Jersey Student Learning Standards		
Standards:	Social Studies: 6.2.12.A.3.a, 6.2.12.A.3.b, 6.2.12.A.3.d, 6.2.12.A.3.e, 6.2.12.B.3.a, 6.2.12.B.3.b, 6.2.12.C.3.a, 6.2.12.C.3.b, 6.2.12.C.3.c, 6.2.12.C.3.d, 6.2.12.C.3.e, 6.2.12.D.3.a, 6.2.12.D.3.b, 6.2.12.D.3.c, 6.2.12.D.3.d	
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	Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> How and why did various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) become driving forces for reforms and revolutions? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Determine how the American, French, and Haitian revolutions influenced independence movements in Latin America. ❖ Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities. ❖ Compare and contrast the struggles women faced in Europe and North America, and evaluate the degree to which each movement 	<p style="text-align: center;"><u>Sample Activity</u> <u>Revolt! Comparing Historical Revolutions</u></p> <p>What is a revolution, and how is it different from other kinds of revolts and conflicts? How do the protests in Egypt compare with historical revolutions? In this lesson, students work together to define revolution and engage in research to help them create infographics that represent various historical revolutions around the world.</p> <p>Students work in small groups to respond to the following prompt:</p>

	<p>achieved its goals.</p> <ul style="list-style-type: none"> ❖ Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment. ❖ Relate the role of geography to the spread of independence movements in Latin America. ❖ Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources. ❖ Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes. ❖ Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing 	<p><i>How you would define the word revolution? How would you distinguish a revolution from a civil war, an uprising, a coup d'etat, a rebellion or revolt, or a protest or demonstration? What elements do revolutions and other kinds of conflicts have in common? What elements set them apart? Are some of these terms synonymous? If so, which ones? Can the word revolution be used to mean different things? What examples from history illustrate your ideas?</i></p> <p>Each group should write the definitions, historical events and other ideas they generated on their sheet of poster paper and post the sheet on the board or wall nearby.</p> <p>Next, reconvene the class and read aloud each group's poster. Then ask: What do you notice? On what ideas does the class have a general consensus? On what ideas do have some difference of opinion? Note whether any groups used the same historical event to illustrate different ideas. Briefly discuss, and clarify any misunderstandings, but allow for difference of opinion if groups can back up their ideas with convincing historical evidence.</p> <p>You might also want to differentiate between political revolutions and revolutionary social changes like the <u>Industrial Revolution</u>.</p> <p>Conclude the discussion by using elements of each groups' definition to construct a class definition of "revolution." Compare the class definition with <u>dictionary definitions</u> and textbook definitions to see how it compares. Does our definition go into</p>
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	<ul style="list-style-type: none"> ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	<p>greater detail? Less detail? Do you want to add anything from the dictionary definition to ours? Why or why not?</p> <p>The slide show <u>“Unpredictable Uprisings”</u> provides photos and brief overviews of historical revolutions and related events, including the American Revolution:</p> <p>Even the American Revolution took years to arrive at the country’s present Constitution. With upheaval gripping several Arab nations ruled by oppressive or corrupt regimes, here is a historical sampler of the twists and turns of revolutions. Many start out broad-based, but often not for long.</p> <p>Read and view the entire slide show with your class, using the questions below.</p> <p>Questions For discussion and reading comprehension:</p> <ol style="list-style-type: none"> 1. What are the commonalities and differences between and among these uprisings? 2. Without the captions, what story do these photographs tell? If you had not read the captions, what would you think that this slide show was about? Why? 3. Do all of the events included in this slide show fit our definition of revolution? If not, which
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		<p>ones do not fit our definition and why?</p> <p>4. What questions do you come away from this slide show with? Which of these events would you like to know more about?</p> <p>Activity In small groups, students will research different historical revolutions from across the globe. Give students the <u>Revolt!</u> handout (PDF) to guide their research.</p> <p>You might choose to assign groups to research the revolutions depicted in the slide show, revolutions that are covered in your curriculum or the conflicts in the list below, which includes suggested starting points for research. For primary source material, they might also use the New York Times archives on NYTimes.com or in the Proquest database.</p>
Assessments:	Materials:	Resources:

<p>Class participation and discussions</p> <p>DBQs: document-based questions</p> <p>Presentations</p> <p>Investigation questions</p> <p>Classwork</p> <p>Homework</p> <p>Section quizzes, and chapter tests.</p> <p>Research</p> <p>Annotating texts</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Holt, Rinehart and Winston. <i>World History: People & Nations</i> <i>The World History AGS series</i> Revolt</p> <p>The American Revolution (1775-1783) Secondary Sources: PBS: Liberty! The American Revolution and History.com: American Revolution Primary Sources: Internet Modern History Sourcebook: American Independence</p> <p>The Haitian Revolution (1794-1804) Secondary Sources: PBS: The Haitian Revolution and Britannica Academic Edition: The Haitian Revolution Primary Sources: Digital History: The Haitian Revolution</p> <p>The French Revolution (1789-1799) Secondary Sources: History.com: French Revolution and Britannica Academic Edition: French Revolution Primary Sources: Internet Modern History Sourcebook: French Revolution</p> <p>Lesson: Ways to Teach About the Unrest in Egypt</p> <p>Lesson: Talkin' 'Bout a Revolution</p> <p>Lesson: Preserve, Protect and Defend? Considering Violent Protests and American Values</p> <p>Opinion: The Quest for Dignity</p>
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		<p>Interactive: Why the Arab World is Seething</p> <p>Week in Review: How a Single Match Can Ignite a Revolution</p> <p>World Revolutions Video Lecture</p> <p>Listverse: Top 10 Revolutions Felt Around the World</p> <p>Timeline: Revolutions</p>
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Unit:	A Half-Century of Crisis and Achievement (1900-1945)
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Timing:	Approximately three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.					
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="533 391 1932 529">Social Studies: 6.2.12.A.4.a, 6.2.12.A.4.b, 6.2.12.A.4.c, 6.2.12.A.4.d, 6.2.12.B.4.a, 6.2.12.B.4.b, 6.2.12.B.4.c, 6.2.12.B.4.d, 6.2.12.C.4.a, 6.2.12.C.4.b</td> </tr> <tr> <td data-bbox="533 529 1932 727">ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.8, RH.9-10.9, RH.9-10.10 WHST.9-10.1, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.9, WHST.9-10.10</td> </tr> <tr> <td data-bbox="533 727 1932 813">Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td data-bbox="533 813 1932 899">Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12</td> </tr> </table>		Social Studies: 6.2.12.A.4.a, 6.2.12.A.4.b, 6.2.12.A.4.c, 6.2.12.A.4.d, 6.2.12.B.4.a, 6.2.12.B.4.b, 6.2.12.B.4.c, 6.2.12.B.4.d, 6.2.12.C.4.a, 6.2.12.C.4.b	ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.8, RH.9-10.9, RH.9-10.10 WHST.9-10.1, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.9, WHST.9-10.10	Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3	Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12
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ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.8, RH.9-10.9, RH.9-10.10 WHST.9-10.1, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.9, WHST.9-10.10						
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Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12						
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:				
<ul style="list-style-type: none"> • What is the importance of civilization and what factors support or destroy its fabric? • How do decisions, actions, and consequences vary depending on the 	<ul style="list-style-type: none"> • Students will explain the rise of fascism and spread of communism in Europe and Asia. • Students will assess government responses to incidents of ethnic cleansing and genocide. • Students will determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939. • Students will determine how geography impacted military strategies and major turning points during World War II. • Students will analyze government responses to the 	<p style="text-align: center;"><u>Sample Activity</u> <u>Persona Journal Lesson</u></p> <p>Students will complete research on people affected by the war and write fictional journal entries based on their experiences. This lesson could be used with middle school and high school students.</p> <p>Break students into groups of four-to-five students. Have cards prepared ahead of time with the words: survivor, passionate, conflict and personal growth. Each group needs to brainstorm words that connect to</p>				

<p>different perspectives of the people involved?</p> <ul style="list-style-type: none"> • How do beliefs, ethics, or values influence different people's behavior? • What are the politics and consequences of war, and how do these vary based on an individual or cultural perspective? <p>What purpose or function do ethics / philosophy have in governing technological advances?</p>	<p>Great Depression and the consequences (including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice).</p> <ul style="list-style-type: none"> • Students will Compare and contrast technological innovations of WWI and WWII. • Students will analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations. • Students will analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”. <p>Students will assess the cultural impact of World War I, the Great Depression, and World War II.</p> <ul style="list-style-type: none"> ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate 	<p>the word on their card for five to ten minutes. Then, the groups will share words and try to come up with an overarching theme. Maybe they would come up with hero or challenges. These words could describe the people who lived during the war.</p> <p>For the World War II series, students will be focusing on five areas: war in the Pacific, war in Europe, the Manhattan Project, the Holocaust and important leaders. Share these five areas with the students. If you are trying to integrate this with social studies, the social studies teacher will focus on these four areas in his or her lessons.</p> <p>Tell students that they will take on the persona of a person who lived through this time period and write at least five journals about their lives and experiences. Some possible personas to assume are as follows:</p> <ul style="list-style-type: none"> • German soldier • American soldier • Holocaust survivor • Japanese internment prisoner • European child caught in the crossfire of battle • Survivor of one of the atomic bombs <p>After students have chosen a persona, they need to do some research on what it would have been like to be that person during World War II. This research can be done in the school library or in the computer lab online.</p> <p>Create a journal. This journal should be individualized in its cover and pages. Students need to write at least</p>
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	<p>topics and texts</p> <ul style="list-style-type: none"> ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	<p>five one page entries with dates that correspond to historical events or during the time period. Events can be fictional events that center around the time period and happenings that major historical relevance.</p> <p>Students create political cartoons commenting on the rise of nationalism in Italy, Germany, Russia, & Austria-Hungary.</p> <p>Students write a letter to the editor in support of or opposition to the annexation of a small nation (Serbia) to a large empire (Austria-Hungary)</p> <p>Students create WWI propaganda billboards. Billboard topics include: encouraging American or German women to work in war industries; promoting the purchase of war bonds in the US;</p> <p>Students will investigate daily life for average people in the US, France, Great Britain, Germany, & Russia between 1919 & 1936.</p> <p>Students will create a scrapbook that represents the experience of a family living in that country during that time period.</p>
Assessments:	Materials:	Resources:

<p>Class participation and discussions</p> <p>DBQs: document-based questions</p> <p>Presentations</p> <p>Investigation questions</p> <p>Classwork</p> <p>Homework</p> <p>Section quizzes, and chapter tests.</p> <p>Research</p> <p>Annotating texts</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>A Soldier's Diary</p> <p>Letters From the Front</p> <p>National WWII Museum</p> <p><i>The World History AGS series</i></p> <p>Holt, Rinehart and Winston. <i>World History: People & Nations</i></p>
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Unit:	The 20th Century Since 1945 (1945-Today)					
Timing:	Approximately three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.					
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="533 496 1932 639"> Social Studies: 6.2.12.A.5.a, 6.2.12.A.5.b, 6.2.12.A.5.c, 6.2.12.A.5.d, 6.2.12.A.5.e, 6.2.12.B.5.a, 6.2.12.B.5.b, 6.2.12.B.5.c, 6.2.12.B.5.d, 6.2.12.B.5.e, 6.2.12.C.5.a, 6.2.12.C.5.b, 6.2.12.C.5.c, 6.2.12.C.5.d, 6.2.12.C.5.e, 6.2.12.C.5.f, 6.2.12.C.5.g, 6.2.12.D.5.a, 6.2.12.D.5.b, 6.2.12.D.5.c, 6.2.12.D.5.d </td> </tr> <tr> <td data-bbox="533 639 1932 834"> ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.8, RH.9-10.9, RH.9-10.10 WHST.9-10.1, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.9, WHST.9-10.10 </td> </tr> <tr> <td data-bbox="533 834 1932 919"> Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3 </td> </tr> <tr> <td data-bbox="533 919 1932 1008"> Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12 </td> </tr> </table>		Social Studies: 6.2.12.A.5.a, 6.2.12.A.5.b, 6.2.12.A.5.c, 6.2.12.A.5.d, 6.2.12.A.5.e, 6.2.12.B.5.a, 6.2.12.B.5.b, 6.2.12.B.5.c, 6.2.12.B.5.d, 6.2.12.B.5.e, 6.2.12.C.5.a, 6.2.12.C.5.b, 6.2.12.C.5.c, 6.2.12.C.5.d, 6.2.12.C.5.e, 6.2.12.C.5.f, 6.2.12.C.5.g, 6.2.12.D.5.a, 6.2.12.D.5.b, 6.2.12.D.5.c, 6.2.12.D.5.d	ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.8, RH.9-10.9, RH.9-10.10 WHST.9-10.1, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.9, WHST.9-10.10	Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3	Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12
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Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12						
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:				
<ul style="list-style-type: none"> How and why did differences in ideologies and policies between the United States and the USSR result in a cold war, the formation 	Students will be able to <ul style="list-style-type: none"> Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts. 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 	Students select a European, Asian, and African country and create a collage depicting the progress women have made in that country over the past 100 years. Students work in groups, each group will pick one of the following countries: Soviet Union, Poland,				

of new alliances, and periodic military clashes?	<p>response to such events.</p> <ul style="list-style-type: none"> ❖ Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. ❖ Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. ❖ 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. ❖ Make personal connections, make connections to other text, and/or global connections when relevant ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge 	<p>Romania, or Czechoslovakia. Students will research to find out how different groups of people responded to the fall of communism in their country and if they welcomed the changes. Students write a short skit that depicts the way people in the country reacted to the news.</p>
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	<p>(personal experience and/or previous reading) to create new information in the form of inferences</p> <ul style="list-style-type: none"> ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
Assessments:	Materials:	Resources:
<p>Class participation and discussions</p> <p>DBQs: document-based questions</p> <p>Presentations</p> <p>Investigation questions</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Holt, Rinehart and Winston. <i>World History: People & Nations</i></p> <p><i>The World History AGS series</i></p> <p>Universal Declaration of Human Rights</p> <p>Rock Your World: What are Human Rights?</p>

<p>Classwork</p> <p>Homework</p> <p>Section quizzes, and chapter tests.</p> <p>Research</p> <p>Annotating texts</p>		<p>Educator's for Social Responsibility</p>
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<p>Unit:</p>	<p>Contemporary Issues</p>
<p>Timing:</p>	<p>Approximately three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.</p>

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Standards:	Social Studies: 6.2.12.A.6.a, 6.2.12.A.6.b, 6.2.12.A.6.c, 6.2.12.A.6.d, 6.2.12.B.6.a, 6.2.12.C.6.a, 6.2.12.C.6.b, 6.2.12.C.6.c, 6.2.12.C.6.d, 6.2.12.D.6.a	
	ELA: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.5, RH.9-10.6, RH.9-10.8, RH.9-10.9, RH.9-10.10 WHST.9-10.1, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.9, WHST.9-10.10	
	Technology: 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3	
	Career Ready Practices: CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP11, CRP12	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • How has the role of international cooperation and multinational organizations attempted to solve global issues? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ 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. ❖ Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies. ❖ Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. ❖ Make personal connections, make connections to other text, and/or global connections when 	<p>Students work in groups to create a collage that visually documents the sweeping changes that took place in medicine and health, communications, agriculture, transportation, and the environment since the end of WW II & the impact the changes have made in the world.</p>

	<p>relevant</p> <ul style="list-style-type: none"> ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Paraphrase and directly quote evidence from text ❖ Model appropriate behavior during discussions ❖ Explore inquiry topics through short research projects ❖ Utilize strategies to unpack a writing prompt ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ❖ Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Gain a fuller understanding of a topic when exploring information from different media and formats. ❖ Paraphrase evidence from text ❖ Refer to the text for support when analyzing and drawing inferences 	
Assessments:	Materials:	Resources:

Class participation and discussions	Interactive Whiteboard	
DBQs: document-based questions	DVD/video player	
Presentations	Laptops with Internet access	
Investigation questions		<i>The World History AGS series</i>
Classwork		Holt, Rinehart and Winston. <i>World History: People & Nations</i>
Homework		
Section quizzes, and chapter tests.		
Research		
Annotating texts		

