

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
SOCIAL STUDIES DEPARTMENT  
WORLD HISTORY HONORS

World History Honors Curriculum Guide

**Pacing Guide:**

**World History Honors is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.**

Chapter 9&10: The Formation of European Nation States (2-3 weeks)

Chapter 12: Renaissance and Reformation (2-3 weeks)

Chapter 13: The Age of Exploration (2-3 weeks)

Chapter 14: Crisis and Absolutism in Europe (2-3 weeks)

Chapter 17: Revolution and Enlightenment (2-3 weeks)

Chapter 19: Industrialization and Nationalism (2-3 weeks)

Chapter 20: Mass Society and Democracy (2-3 weeks)

Chapter 21: The Height of Imperialism (2-3 weeks)

Chapter 23: War and Revolution (2-3 weeks)

Chapter 24: The West Between the Wars (2-3 weeks)

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<p><b>Technology Standards:</b>        8.1 Educational Technology</p> <p><b>8.2 Technology Education,</b>        Engineering, Design, and        Computational Thinking        Programming</p> <p><b>21st Century Skills Standards:</b>        9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration,        and Preparation</p>	<p>8.1.12.C.1: Develop an innovative solution to a complex local or global problem/issue in collaboration with peers and experts and present ideas for feedback in an online community.</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.        8.2.12.D.4: Assess the impacts of emerging technologies on developing countries.</p> <p>9.1.12.A.1: Analyze different forms of currency and how currency is used to exchange goods and services        9.1.12.F.1: Relate a country’s economic system of production and consumption to building personal wealth and achieving societal responsibilities.        9.1.12.F.2: Assess the impact of emerging global economic events on financial planning</p> <p>9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education        9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures</p>
<p><b>Career Ready Practices:</b></p>	<p>CRP4-Communicate clearly and effectively and with reason.        CRP5-Consider the environmental, social, and economic impacts of decisions.        CRP8-Utilize critical thinking to make sense of problems and persevere in solving them.        CRP11-Use technology to enhance productivity.        CRP12-Work productively in teams while using cultural global competence</p>

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**Differentiation/Accommodations/Modifications**

<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<p><b>Extension Activities</b></p> <ul style="list-style-type: none"> <li>• Incorporate challenging assessments</li> <li>• Open forums and debates in the classroom regarding controversial issues.</li> <li>• Utilize advanced materials and resources to meet the needs of students.</li> <li>• Competitive and collaborative projects</li> <li>• Independent projects requiring research skills for assessing information</li> <li>• Anchor Activities</li> <li>• Advanced discussion techniques</li> </ul>	<p><b>Modifications for Homework/Assignments</b></p> <ul style="list-style-type: none"> <li>• Modified in-class assignments</li> <li>• Building background information</li> <li>• Simplifying language for presentation</li> <li>• Internet bilingual dictionaries during class and during assignments.</li> <li>• Word banks for tests and quizzes</li> <li>• Developing content area vocabulary</li> <li>• Extended time for all assessments</li> <li>• Use of graphic organizers</li> <li>• Internet text translators</li> <li>• Simplification of requirements</li> <li>• Access to teacher designed Power Points and notes</li> <li>• Concept development</li> <li>• Collaboration between ESL and mainstream classroom teachers.</li> <li>• Pair novice ELLs with advanced ELL's.</li> <li>• High-interest / low-reading-level civics and history materials</li> </ul> <p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> </ul>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> <li>• In-Class-Support</li> <li>• Graphic Organizers</li> <li>• Provide study guides</li> <li>• Extended time on assessments</li> <li>• Research guides</li> <li>• Analogies</li> <li>• Highlighting/underlining</li> <li>• Note-taking guides</li> <li>• Cue cards</li> <li>• Establish timelines</li> <li>• Clarify assignments, directions, instructions</li> <li>• Chapter/lecture notes</li> <li>• Assistive technology</li> <li>• Provide computer programs to assist with written assignments</li> <li>• Highlight key vocabulary</li> <li>• Model skills/techniques</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate.</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> </ul>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> <li>• Intervention and Referral Team (I&amp;RS) in-house strategies for teachers.</li> <li>• Extra textbooks at home</li> <li>• Extended time for assignments</li> <li>• Highlight key vocabulary</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Model skills/techniques</li> <li>• Modify assignments</li> <li>• Preferential seating as noted by teacher and student</li> <li>• Parent/teacher communication</li> <li>• Provide books on tape/CD/digital media as requested by student when appropriate.</li> <li>• Assign peer helper in class</li> <li>• Pair visual prompts with verbal presentations</li> <li>• Repetition and practice</li> <li>• Provide copy of class notes</li> <li>• Use of computers to complete assignments as requested by a student</li> <li>• Provide verbal reminder of assignments</li> <li>• Check student independent work</li> </ul>

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	<ul style="list-style-type: none"> <li>• Internet text translators</li> <li>• Use of graphic organizers</li> <li>• Modified homework assignments</li> <li>• Internet bilingual dictionaries.</li> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> </ul>	<ul style="list-style-type: none"> <li>• Provide verbal reminder of assignments</li> <li>• Check student independent work</li> <li>• Assist student with planning of assignments</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments.</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Assist student with planning of assignments</li> <li>• Assist with technology</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> </ul> <p><b>Modifications for Assessments</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessment</li> </ul>
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<b>CONTENT:</b> World History			
<b>Theme:</b> The Formation of European Nation States			
<b>Essential Questions:</b> Can the students describe Medieval Europe and the Church? Can the students explain the development of the Feudal economy? Can the students explain the growth of European kingdoms and failure of Germany and Italy to unify?		Can the students describe the Catholic power, Gothic cathedrals, and the founding of universities? Can the students explain the disruptive forces of the Late Middle Ages? Can the students explain the emergence of new monarchies in Europe?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)	<b>Standards (NJSLs)</b>
<ul style="list-style-type: none"> <li>This theme examines how a system of feudalism spread throughout Europe after the collapse of the Carolingian Empire. Modernized farming practices led to the development of a money-based economy. Unified national monarchies developed in Britain, France, Slavic land, and Russia. Germany and Italy failed to unify. Political power of the Catholic Church led to new monastic orders. Advanced technology helped build Gothic Cathedrals and Universities with an interest in education. Black Death and the Great Schism divided Europe, as did the Hundred Years' War. Afterwards, new monarchies formed in France, England and Spain.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand Medieval Europe and the Church. Students will be able to understand the development of the Feudal economy. Students will be able to explain the growth of European kingdoms and failure of Germany and Italy to unify. Students will be able to explain the Catholic power, Gothic cathedrals, and the founding of universities. Students will be able to explain the disruptive forces of the Late Middle Ages. Students will be able to explain the emergence of new monarchies in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	6.2.12.A.2.c 6.3.12.A.1-2 6.3.12.D.1-2 WHST 9-10.1-10.10 ELA-Literacy.RH.9-10.1-10.10  <b><u>Technology Standards:</u></b> 8.1.12.C.1 8.2.12.B.4,5 8.2.12.D.3,4,5  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b><u>Career Ready Practice:</u></b> CRP4,5,8,11,12
			<b><u>Time Frame:</u></b> 2 weeks

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			<b><u>Materials:</u></b> <u>Glencoe World History (2010)</u> Internet Resources & Websites Supplementary Materials
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<b>CONTENT:</b> World History			
<b>Theme:</b> Renaissance and Reformation (1350-1600)			
<b>Essential Questions:</b> Can the students describe the Renaissance in Italy and Northern Europe?		Can the students explain how the Protestant Reformation begins? Can the students explain the spread of Protestantism and the Catholic response?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>This theme examines how Milan, Venice and Florence were the center of political, social and economic life. Machiavelli alters political thinking influenced other leaders. Italian intellectuals focused on Humanism as the center of the intellectual movement that also produced many great artists. Martin Luther's religious reforms led to the emergence of Protestantism. As different forms of Protestantism emerged in Europe, the Catholic Church had a religious rebirth.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>Students will be able to understand the Renaissance in Italy and Northern Europe. Students will be able to understand how the Protestant Reformation began. Students will be able to understand the spread of the Protestant Reformation and the Catholic response.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<b><u>Standards (NJSLs)</u></b> 6.2.12.B.2.a, 6.2.12.B.2.b 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.e 6.3.12.A.2 6.3.12.D.1-2 WHST 9-10.1-10.10 ELA-Literacy.RH.9-10.1-10.10  <b><u>Technology Standards:</u></b> 8.1.12.C.1 8.2.12.B.4 8.2.12.D.4  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b><u>Career Ready Practice:</u></b> CRP4,5,8,11,12
			<b><u>Time Frame:</u></b> 2 weeks

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			<b><u>Materials:</u></b> <u>Glencoe World History (2010)</u> Internet Resources & Websites Practice Worksheets Supplementary Materials
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<b>CONTENT:</b> World History			
<b>Theme:</b> Revolution and Enlightenment (1550-1800)			
<b>Essential Questions:</b> Can the students describe the Scientific Revolution?		Can the students explain the Enlightenment and its impact? Can the students explain the colonial empires and the American revolution?	
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>This theme examines how the Scientific Revolution gave Europeans a new way to view humankind’s place in the universe. Intellectuals, such as philosophes, used the ideas of the Scientific Revolution to reexamine all aspects of life. Enlightenment ideas were reflected in art, music, literature, and politics. Colonies in Latin America and British North America developed differently than that of Europe, which led to the American colonies revolting and forming a new nation.</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>Students will be able to understand the Scientific Revolution. Students will be able to understand the Enlightenment its impact on Europe. Students will be able to understand the colonial empires and the American Revolution.</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<p><b>Standards (NJSLs)</b></p> <p>6.2.12.A.2.a,          6.2.12.A.2.b          6.2.12.D.2.d,          6.2.12.D.2.e          6.3.12.A.2          6.3.12.D.1-2          WHST 9-10.1-10.10          ELA-Literacy.RH.9-10.1-10.10</p> <p><b>Technology Standards:</b></p> <p>8.1.12.C.1          8.2.12.B.4          8.2.12.D.4</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p>9.1.12.A.1          9.1.12.F.1, 9.1.12.F.2          9.2.12.C.4, 9.2.12.C.5</p> <p><b>Career Ready Practice:</b>          CRP4,5,8,11,12</p>
			<p><b>Time Frame:</b>          2 weeks</p>

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<b>CONTENT:</b> World History			
<b>Theme:</b> The Age of Exploration (1500-1800)			
<b>Essential Questions:</b> Can the students describe the early exploration of west Africa, India and the Americas?		Can the students explain the African slave trade of Europe, Africa and the Americas? Can the students describe the colonial empires of Latin America?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>This theme examines how the Portuguese, Spanish, Dutch, French and English, motivated by God, glory and gold, explored distant lands. New exploration shifted the African slave trade from Southeast Asia to the Americas. Plantation laborers in the Americas created the Triangular Trade between Europe, Africa and the Americas. Portuguese and Spanish profited from their colonies, as Catholic missionaries tried to Christianize Native Americans.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>Students will be able to understand the early exploration of West Africa, India and the Americas. Students will be able to understand the African slave trade of Europe, Africa and the Americas. Students will be able to understand the colonial empires of Latin America.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<b>Standards (NJSLs)</b> 6.2.12.B.1.a,b 6.2.12.C.1.b,c,d 6.2.12.D.1.a 6.2.12.D.1.b 6.2.12.D.1.d, 6.2.12.D.1.e 6.2.12.D.1.f 6.3.12.A.2 6.3.12.D.1-2 ELA-Literacy.RH.9-10.1-10.10 WHST 9-10.1-10.10  <b>Technology Standards:</b> 8.1.12.C.1, 8.2.12.B.4, 8.2.12.D.4  <b>21<sup>st</sup> Century Themes and Skills:</b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b>Career Ready Practice:</b> CRP4,5,8,11,12
			<b>Time Frame:</b> 2 weeks

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<b>CONTENT:</b> World History			
<b>Theme:</b> Crisis and Absolutism in Europe (1550-1715)			
<b>Essential Questions:</b> Can the students describe the religious conflicts in Europe?		Can the students explain the political, economic, and social crises in Europe? Can the students describe the impact of absolutism as the response to crises?	
<b>Content</b> ( <i>As a result of this learning segment, students will know...</i> )  <ul style="list-style-type: none"> <li>This theme examines how the religious conflicts between Protestants and Catholics, along with political conflicts, triggered the Thirty Years' War. A civil war emerged in England between King Charles I and the Protestant-supported Parliament. Population growth, famine and plague caused social tension that was reflected in art, literature, and politics. Absolutism in Prussia, France and Russia were successful, but in Austria it failed. Absolutist French King Louis XIV inspired European monarchs.</li> </ul>	<b>Skills</b> ( <i>As a result of this learning segment, students will be able to...</i> )  <ul style="list-style-type: none"> <li>Students will be able to understand the religious conflicts in Europe. Students will be able to understand the political, economic, and social crises in Europe. Students will be able to understand the impact of absolutism as the response to crises.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<b><u>Standards (NJSL)</u></b> 6.2.12.A.2.c 6.2.12.B.2.b 6.2.12.D.2.b 6.3.12.A.2 6.3.12.D.1-2 WHST 9-10.1-10.10 ELA-Literacy.RH.9-10.1-10.10  <b><u>Technology Standards:</u></b> 8.1.12.C.1 8.2.12.B.4 8.2.12.D.4  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b><u>Career Ready Practice:</u></b> CRP4,5,8,11,12
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<b>CONTENT:</b> World History			
<b>Theme:</b> Industrialization and Nationalism (1800-1870)			
<b>Essential Questions:</b> Can the students describe how industrialization transformed society?		Can the students explain the ideologies that arose from the Industrial Revolution? Can the students describe the cultural movements that arose from the Industrial Revolution?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)	<b>Standards (NJSLs)</b>
<ul style="list-style-type: none"> <li>This theme examines how the Industrial Revolution (Great Britain) technologies improved production and transportation in Europe and then the United States. Cities developed rapidly as people left the rural farms for jobs in cities. Harsh working conditions, liberalism and nationalism led to revolutions in 1830 and 1848. France, Austria, and Russia became more authoritarian, while the Crimean War allowed Germany and Italy to unify. Romanticism challenged Enlightenment reasoning, as scientific research grew. Science undermined religion, which led to secularism and a movement toward realism.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand how industrialization transformed society. Students will be able to understand the ideologies that arose from the Industrial Revolution. Students will be able to understand the cultural movements that arose from the Industrial Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	6.2.12.B.3.b, 6.2.12.C.3.c 6.2.12.D.3.b, 6.2.12.D.2.b 6.3.12.A.2 6.3.12.D.1-2 WHST 9-10.1-10.10 ELA-Literacy.RH.9-10.1-10.10  <b><u>Technology Standards:</u></b> 8.1.12.C.1 8.2.12.B.4 8.2.12.D.4  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b><u>Career Ready Practice:</u></b> CRP4,5,8,11,12  <b><u>Time Frame:</u></b> 2 weeks

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WORLD HISTORY HONORS

<b>CONTENT:</b> World History			
<b>Theme:</b> Mass Society and Democracy (1870-1914)			
<b>Essential Questions:</b> Can the students describe the economic causes and effects of the Second Industrial Revolution?		Can the students explain the social effects of the Second Industrial Revolution? Can the students describe how international rivalries set the stage for war?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>This theme examines how the Second Industrial Revolution transformed the Western industrialized societies. Cities grew, mass forms of culture and politics emerged, and the revolutionary ideas of Marx, Darwin, Freud, and others left an enduring mark.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>Students will be able to understand the economic causes and effects of the Second Industrial Revolution. Students will be able to understand the social effects of the Second Industrial Revolution. Students will be able to understand how international rivalries set the stage for war.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<b><u>Standards (NJSLs)</u></b> 6.2.12.A.3.c, 6.2.12.A.3.d 6.2.12.A.3.e, 6.2.12.A.3.f 6.2.12.C.3.d 6.3.12.A.2 6.3.12.D.1-2 WHST 9-10.1-10.10 ELA-Literacy.RH.9-10.1-10.10  <b><u>Technology Standards:</u></b> 8.1.12.C.1 8.2.12.B.4 8.2.12.D.4  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b><u>Career Ready Practice:</u></b> CRP4,5,8,11,12
			<b><u>Time Frame:</u></b> 2 weeks

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
SOCIAL STUDIES DEPARTMENT  
WORLD HISTORY HONORS

			<b><u>Materials:</u></b> <u>Glencoe World History (2010)</u> Internet Resources & Websites Practice Worksheets Supplementary Materials
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WORLD HISTORY HONORS

<b>CONTENT:</b> World History			
<b>Theme:</b> The Height of Imperialism (1800-1914)			
<b>Essential Questions:</b> Can the students describe the new imperialism in Southeast Asia and Africa?		Can the students explain the new imperialism in India? Can the students describe the new imperialism in Latin America?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>This theme examines how the search for sources of raw materials and markets for industrial products spurred the European powers and the United States to colonize large areas of Asia, Africa, and Latin America. Resentment of abuses and rising nationalism led native populations to demand independence.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>Students will be able to understand the new imperialism in Southeast Asia and Africa. Students will be able to understand the new imperialism in India. Students will be able to understand the new imperialism in Latin America.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<b><u>Standards (NJSLs)</u></b> 6.2.12.C.3.e, 6.2.12.C.3.f 6.2.12.D.3.a, 6.2.12.D.3.d 6.2.12.D.3.e 6.3.12.A.2 6.3.12.D.1-2 WHST 9-10.1-10.10 ELA-Literacy.RH.9-10.1-10.10  <b><u>Technology Standards:</u></b> 8.1.12.C.1 8.2.12.B.4 8.2.12.D.4  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b><u>Career Ready Practice:</u></b> CRP4,5,8,11,12
			<b><u>Time Frame:</u></b> 2 weeks

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			<b><u>Materials:</u></b> <u>Glencoe World History (2010)</u> Internet Resources & Websites Practice Worksheets Supplementary Materials
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
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 WORLD HISTORY HONORS

<b>CONTENT:</b> World History			
<b>Theme:</b> War and Revolution (1914-1919)			
<b>Essential Questions:</b> Can the students describe the causes of World War I?		Can the students explain the reality of modern warfare? Can the students describe the Russian Revolution and the end of World War I?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>This theme examines how an assassination in the Balkans sparked the outbreak of World War I. Millions died during the war, which also led to a revolution and Communist rule in Russia. The war settlements redrew the map of Europe and imposed heavy penalties on Germany.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>Students will be able to understand the causes of World War I. Students will be able to understand the reality of modern warfare. Students will be able to understand the impact of the Russian Revolution and the end of World War I.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<b><u>Standards (NJSLs)</u></b> 6.2.12.A.4.a 6.2.12.B.4.a, 6.2.12.B.4.c 6.2.12.D.4.a, 6.2.12.D.4.b 6.3.12.A.2 6.3.12.D.1-2 ELA-Literacy.RH.9-10.1-10.10 WHST 9-10.1-10.10  <b><u>Technology Standards:</u></b> 8.1.12.C.1 8.2.12.B.4 8.2.12.D.4  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b><u>Career Ready Practice:</u></b> CRP4,5,8,11,12
			<b><u>Time Frame:</u></b> 2 weeks

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			<b><u>Materials:</u></b> <u>Glencoe World History (2010)</u> Internet Resources & Websites Practice Worksheets Supplementary Materials
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<b>CONTENT:</b> World History			
<b>Theme:</b> The West Between the Wars (1919-1939)			
<b>Essential Questions:</b> Can the students describe the aftermath of war and the impact of global depression?		Can the students explain the takeover of European power by totalitarian and authoritarian governments? Can the students describe the rise of Nazi Germany?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>This time examines how the peace settlements at the end of World War I combined with severe economic problems to produce widespread discontent across Europe. Democratic rule in many states gave way to fascism, authoritarianism, and totalitarianism.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>Students will be able to understand the aftermath of war and the impact of global depression. Students will be able to understand the takeover of European power by totalitarian and authoritarian governments. Students will be able to understand the impact of the rise of Nazi Germany.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<b><u>Standards (NJSLs)</u></b> 6.2.12.A.4.d 6.2.12.C.4.a, 6.2.12.C.4.c 6.2.12.C.4.d, 6.2.12.D.4.d 6.2.12.D.4.g, 6.2.12.D.4.k 6.3.12.A.2 6.3.12.D.1-2 WHST 9-10.1-10.10 ELA-Literacy.RH.9-10.1-10.10  <b><u>Technology Standards:</u></b> 8.1.12.C.1 8.2.12.B.4 8.2.12.D.4  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b><u>Career Ready Practice:</u></b> CRP4,5,8,11,12
			<b><u>Time Frame:</u></b> 2 weeks

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<b>CONTENT:</b> World History			
<b>Theme:</b> World War II (1939-1945)			
<b>Essential Questions:</b> Can the students describe the beginning of World War II?		Can the students explain the course of the war? Can the students describe the lives affected by war?	
<b>Content</b> ( <i>As a result of this learning segment, students will know...</i> )  <ul style="list-style-type: none"> <li>This theme examines how the German and Japanese occupations of neighboring countries led to World War II. Both countries were defeated, but not before 40 to 60 million people died because of the war.</li> </ul>	<b>Skills</b> ( <i>As a result of this learning segment, students will be able to...</i> )  <ul style="list-style-type: none"> <li>Students will be able to understand the beginning of World War II. Students will be able to understand the course of the war. Students will be able to understand the impact of the Enlightenment. Students will be able to understand the lives affected by war.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<b><u>Standards (NJSL)</u></b> 6.2.12.A.4.c, 6.2.12.A.5.c 6.2.12.B.4.b, 6.2.12.B.4.d 6.2.12.D.4.e 6.3.12.A.2 6.3.12.D.1-2 WHST 9-10.1-10.10 ELA-Literacy.RH.9-10.1-10.10  <b><u>Technology Standards:</u></b> 8.1.12.C.1 8.2.12.B.4 8.2.12.D.4  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b><u>Career Ready Practice:</u></b> CRP4,5,8,11,12
			<b><u>Time Frame:</u></b> 2 weeks

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<b>CONTENT:</b> World History			
<b>Theme:</b> Cold War and Post War Changes (1945-1970)			
<b>Essential Questions:</b> Can the students describe the political division and conflict during the Cold War?		Can the students explain the Soviet Union and Eastern Europe during the Cold War? Can the students describe Western Europe and North America during the Cold War?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>This theme examines how the Cold War came to define international relations and, at times, domestic politics. Social change produced upheavals in Western societies. Countries in Eastern Europe became Soviet satellite states.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>Students will be able to understand the political division and conflict during the Cold War. Students will be able to understand the Soviet Union and Eastern Europe during the Cold War. Students will be able to understand Western Europe and North America during the Cold War.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<b><u>Standards (NJSLs)</u></b> 6.2.12.A.5.a, 6.2.12.A.6.c 6.2.12.A.6.d 6.2.12.B.5.a, 6.2.12.B.5.b 6.2.12.C.5.b 6.3.12.A.2 6.3.12.D.1-2 WHST 9-10.1-10.10 ELA-Literacy.RH.9-10.1-10.10  <b><u>Technology Standards:</u></b> 8.1.12.C.1 8.2.12.B.4 8.2.12.D.4  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b><u>Career Ready Practice:</u></b> CRP4,5,8,11,12
			<b><u>Time Frame:</u></b> 2 weeks

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			<b><u>Materials:</u></b> <u>Glencoe World History (2010)</u> Internet Resources & Websites Practice Worksheets Supplementary Materials
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<b>CONTENT:</b> World History			
<b>Theme:</b> Nationalism Around the World (1919-1939)			
<b>Essential Questions:</b> Can the students describe how the Middle East and China were influenced by nationalism and revolution?		Can the students explain how Africa and Asia were influenced by nationalism? Can the students describe how Latin America was influenced by nationalism?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>This theme examines how Nationalism was a major force in the Middle East, Africa, Asia, and Latin America after World War I. In China, the Nationalists forced the Communists into retreat and formed a republic. An expansionist military took power in Japan. Economic crises led to military dictatorships throughout Latin America.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>Students will be able to understand how the Middle East and China were influenced by nationalism and revolution. Students will be able to understand how Africa and Asia were influenced by nationalism. Students will be able to understand how Latin America was influenced by nationalism.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<b><u>Standards (NJSLs)</u></b> 6.2.12.A.4.b 6.2.12.B.4.c 6.2.12.D.4.h 6.2.12.D.5.a 6.3.12.A.2 6.3.12.D.1-2 WHST 9-10.1-10.10 ELA-Literacy.RH.9-10.1-10.10  <b><u>Technology Standards:</u></b> 8.1.12.C.1 8.2.12.B.4 8.2.12.D.4  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b><u>Career Ready Practice:</u></b> CRP4,5,8,11,12
			<b><u>Time Frame:</u></b> 2 weeks

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WORLD HISTORY HONORS

<b>CONTENT:</b> World History			
<b>Theme:</b> Independence Movements (1945-Present)			
<b>Essential Questions:</b> Can the students describe the social, economic, and political conditions in Latin America, Mexico, Cuba, Central America and South America?		Can the students explain the challenges in Africa and the Middle East and the impact on each society? Can the students describe China, South/Southeast Asia, Japan and the Pacific after World War II?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>This theme examines how economic crises after World War II brought military rule in some Latin American countries and revolution in others. Democracy did not take hold in most of Latin America until the late twentieth century.</li> <li>The theme also examines how African states gained independence after World War II, but faced many political, social, economic, and health challenges. The Middle East has been the site of much conflict. There has been recurring violence and continuing efforts at international mediation.</li> <li>Finally, this theme examines how Mao and the Communists took control of China and turned it</li> <li>into a military power. India split into three countries—India, Pakistan, and Bangladesh. Japan and the "Asian Tigers" became economic powerhouses.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>Students will be able to understand the social, economic, and political conditions in Latin America, Mexico, Cuba, Central America and South America. Students will be able to understand the challenges in Africa and the Middle East and the impact on each society. Students will be able to understand China, South/Southeast Asia, Japan and the Pacific after World War II.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<b>Standards (NJSLs)</b> 6.2.12.B.5.d 6.2.12.C.5.a, 6.2.12.C.5.e 6.3.12.A.2 6.3.12.D.1-2 WHST.9-10.1-10.10 RH. 9-10.1-10.10  <b>Technology Standards:</b> 8.1.12.C.1 8.2.12.B.4 8.2.12.D.4  <b>21<sup>st</sup> Century Themes and Skills:</b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b>Career Ready Practice:</b> CRP4,5,8,11,12
			<b>Time Frame:</b> 2 weeks

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Australia and New Zealand have drawn closer to Asia.			<b>Materials:</b> <u>Glencoe World History (2010)</u> Internet Resources & Websites Practice Worksheets Supplementary Materials
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<b>CONTENT:</b> World History			
<b>Theme:</b> Global Changing Patterns (Present)			
<b>Essential Questions:</b> Can the students describe the Technological Revolution?		Can the students explain the global challenges? Can the students describe the global solutions?	
<b>Content</b> <i>(As a result of this learning segment, students will know...)</i>  <ul style="list-style-type: none"> <li>This theme examines how stunning developments in science, technology, industry, and agriculture have brought political, economic, and environmental benefits and costs. New types of organizations have given governments and people new ways to respond to the world's challenges.</li> </ul>	<b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i>  <ul style="list-style-type: none"> <li>Students will be able to understand the Technological Revolution. Students will be able to understand the global challenges. Students will be able to understand the global solutions.</li> </ul>	<b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)  <ul style="list-style-type: none"> <li>Do Now Exercises</li> <li>Crossword Puzzle</li> <li>Classroom Exercises</li> <li>Independent Practice</li> <li>Homework</li> <li>Guided Reading Activity</li> <li>Quizzes</li> <li>Cumulative Tests</li> <li>Lecture and Note Taking</li> <li>Working with Partners</li> <li>Board Examples</li> <li>Application Lesson Openers</li> <li>Poster Interpretations</li> <li>Discussion</li> <li>Questions &amp; Answers</li> </ul>	<b><u>Standards (NJSLs)</u></b> 6.2.12.C.5.c, 6.2.12.C.5.d 6.2.12.C.5.g 6.2.12.C.6.a, 6.2.12.C.6.d 6.3.12.A.2 6.3.12.D.1-2 WHST.9-10.1-10.10  <b><u>Technology Standards:</u></b> 8.1.12.C.1 8.2.12.B.4 8.2.12.D.4,6  <b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.A.1 9.1.12.F.1, 9.1.12.F.2 9.2.12.C.4, 9.2.12.C.5  <b><u>Career Ready Practice:</u></b> CRP4,5,8,11,12
			<b>Time Frame:</b> 2 weeks

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			<b><u>Materials:</u></b> <u>Glencoe World History (2010)</u> Internet Resources & Websites Practice Worksheets Supplementary Materials
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