



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

World History Honors
Grade 9

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey

**Dr. Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Director of Curriculum and Instruction**

Curriculum Developed By:

Dr. Norman Francis ~ Principal Jonathan Dayton High School

Candice Schiano ~ Supervisor of Humanities

Bryan Balletto ~ Teacher of Social Studies

Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

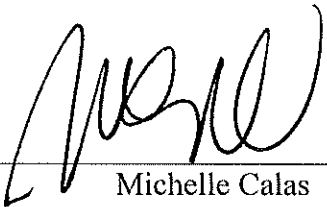
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Social Studies **Grade Level:** 9 **Unit Title:** Emergence of the First Global Age (1350 - 1770)

Unit Summary: The decisions, conduct, and motivations for exploration and conquest by global powers resulted in increased trade and interaction amongst different cultures, creating both positive (increased trade, technology share, job growth, etc.) and negative effects (war, persecution, resource drain, etc.) on one another as well as on indigenous populations.

Primary Interdisciplinary Connections: Language Arts, Math, Science, Civics, Political Science, Religion, World Language, & Philosophy

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy
X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Learning Targets

Standards: 6.2.12.GeoSV.1.a; 6.2.12.GeoHE.1.a; 6.2.12.EconGE.1.a-c; 6.2.12.HistoryCC.1.a-g; RH.9-10.1, 3, 7, & 9; WHST.9-10.2.a - f; WHST.9-10.4, 7 - 9; 9.4.12.CI.1; 9.4.12.TL.1; 9.4.12.GCA.1; 9.4.12.CT.1 - 2; SEL.PK-12.1.3; SEL.PK-12.2.2-3;

Content Statements: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.



Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CPI#:	Cumulative Progress Indicator (CPI):
6.2.12.GeoS V.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.Geo HE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.Econ GE.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.
6.2.12.Econ GE.1.a - c	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.



	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. 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.HistoryCC.1.a - d	Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest. Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. 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. Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
6.2.12.HistoryCC.1.f - g	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
RH.9-10.1, 3, 7, & 9	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.



	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
WHST.9-10 .2.a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10 .4, 7-9	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw evidence from informational texts to support analysis, reflection, and research.
9.1.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a.)
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.12.GCA. 1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.CT.1- 2	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
SEL.PK-12. 2.2-3	Recognize the skills needed to establish and achieve personal and education goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths, and limitations.

Unit Essential Questions:



- How can we assess the impact of colonial governments as a catalyst for social, economic, and political change in Europe?
- How do the characteristics of historical dynasties & empires create the need for reliance, as well as a need for independence, on and from other nations?
- How did global trade influence the rapid development of Western nations?
- How did colonial mercantilism drastically change the political and cultural environments of European nations?

Unit Enduring Understandings:

- The principle ideas behind mercantilism, and the changes that occurred over many areas of civilization life over course of the First Global Age
- The influence of colonialism and global trade on the development of future societies
- The relationship between commerce, labor, and population movements, and their effects on social classes and quality of life & different cultures

Unit Learning Targets:

Students will understand the relationship and correlation between colonialism in Asia & the New World, mercantilism, labor practices and oppression of cultures, and economic and social structures, including how together they influenced development of modern society.

Evidence of Learning

Summative Assessment: September, October, & November

Equipment Needed: Online textbook, student laptops, whiteboard, overhead projector, television, DVD player.

Teacher Resources: Online textbook, primary sources, textbooks, whiteboard technologies, and laptop

Formative Assessments:

- Student discussion
- Debates
- Review game
- Role playing
- Essay
- Primary source analysis
- Application to everyday life
- Analyze art
- Section quiz
- Film interpretation

Lesson Plans

Lesson	Time Frame
Lesson 1 Empires & Dynasties	5 days
Lesson 2 Colonial Labor	3 days
Lesson 3 Economic Development	3 days



Lesson 4 **Social Stratification in the Colonies**

3 days

Teacher Notes: Time frame is an approximate, and is subject to change based on the needs of the classroom and student ability.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://streaming.discoveryeducation.com/>

<http://www.classzone.com>

<http://www.icivics.org>

<http://americainclass.org>

<http://globalawarenessmap.org>

<https://www.state.nj.us/education/modelcurriculum/ss/wu2.pdf>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Empires & Dynasties Time Frame: 5 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: LA/Literacy, Mathematics, Science, World Language, Economics, Sociology

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Compare and contrast social classes in the various world empires (Ming, Qing, Mughal, Spanish, Ottoman, etc.) - Analyze the contributions to current democracies and governments - Analyze literature of Asian and European empires & dynasties - Understand the impact of empires & dynasties on contemporary society	Lesson Sequence - Pre-read text - Read excerpts from literature of the time period - Skill development: Note taking & research; public speaking - Group and whole class interactive activities - Homework assignments including section reviews, vocabulary, and critical thinking questions - Group research skill development & activities - Project completion analyzing the interaction of the social classes	- Section reviews - Open-ended response - Class discussion - Group presentations - Chapter & content specific quiz & tests
Differentiation: All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.		



Resources Provided:

- Online textbook
- Primary sources
- Internet
- Laptops



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Colonial Labor Time Frame: 3 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: LA/Literacy, Mathematics, Science, World Language, Civics, Environmental Science, Economics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss and analyze colonial labor contributions to global trade - Analyze colonial labor law - Discuss the relationship between the social classes and government in the colonies - Discuss the relationship between economics, political, and social society	Lesson Sequence - Pre-read text - Apply previously developed research skills - Class discussions - Group project and presentation - Essay completion	- Chapter & content specific quiz & tests - Project & presentation - Small & large group cooperative learning activities - Essay / DBQ
Differentiation: All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.		
Resources Provided: - Online textbook - Primary Sources - Internet - Laptops		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Economic Development Time Frame: 3 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: LA/Literacy, Mathematics, Science, World Language, Civics, Technology, Business, Economics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop an understanding of why economies in Europe developed due to global trade - Describe global contributions of colonies from New World - Discuss the role of urbanization and population movements - Examine conflict between nation states - Analyze the quality of life of colonists	Lesson Sequence - Pre-read text - Lecture and videos via PowerPoint - DBQ/Essay on primary sources describing colonial society - Viewing of videos and development of social studies research skills - Examining of historical population maps - Analyzing historical works	- Class discussion - Essay - Use of analyzing techniques and application of taught skill sets - Debate - Test & quizzes
Differentiation: All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.		
Resources Provided: - Textbook - Laptops - Primary sources - Internet		



Lesson Plan 4 Template

Content Area: Social Studies Lesson Title: Social Stratification in the Colonies Time Frame: 3 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: LA/Literacy, Mathematics, Science, World Language, Civics, Technology, Business, Economics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop an understanding of why economies in the New World, Caribbean, and Latin America developed social structures - Describe global contributions of colonies from New World, Caribbean, and Latin America - Identify future conflicts based on social stratification - Analyze the movement of commodities	Lesson Sequence - Pre-read text - Group analysis of research and problem solving - DBQ/Essay on primary sources describing social structures in Spanish colonial society - Viewing of videos and development of social studies research skills - Examining of historical population maps - Analyzing historical works of indigenous people	- Class discussion - Essay - Use of analyzing techniques and application of taught skill sets - Debate - Test & quizzes - Problem based learning activities
Differentiation: All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.		



Resources Provided:

- Textbook
- Laptops
- Primary sources
- Internet



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	9	Unit Title:	Emergence of the First Global Age (1350 - 1770)
Created:	May 2022				
	Board Approved on:				



Unit Overview Template

Content Area: Social Studies	Grade Level: 9	Unit Title: Renaissance, Reformation, Scientific Revolution, & Enlightenment (1350 - 1700)
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Unit Summary: The Renaissance, Scientific Revolution, Reformation, and Enlightenment created a dynamic environment that led to many political, economic, social, and cultural changes throughout the world that have had a lasting impact today.

Primary Interdisciplinary Connections: ELA, Science, Civics

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy
X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Learning Targets

Standards: 6.2.12.CivicsPR.2.a-b; 6.2.12.GeoPP.2.a; 6.2.12.EconGE.2.a; 6.2.12.HistoryCC.2.a-c; 6.2.12.HistoryUP.2.a; RH.9-10.4 & 6-8; WHST.9-10.1.a-e; WHST.9-10.6-7 & 9; 9.4.12.CI.1; 9.4.12.TL.1; 9.4.12.GCA.1; 9.4.12.CT.1 - 2; SEL.PK-12.2.2-3; SEL.PK-12.1.3;

Content Statements: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes.



Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CPI#:	Cumulative Progress Indicator (CPI):
6.2.12.Civic sPR.2.a - b	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa. 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.GeoP P.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
6.2.12.Econ GE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.



6.2.12.HistoryCC.2.a - b	Determine the development of more modern banking and financial systems to European politics. Explain the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations)
6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
RH.9-10.4 & 6-8	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. Assess the extent to which the reasoning and evidence in a text support the author's claims.
WHST.9-10.1.a-e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
WHST.9-10.6-7 & 9	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Draw evidence from informational texts to support analysis, reflection, and research.
9.1.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a.)
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).



9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.CT.1-2	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
SEL.PK-12.2.2-3	Recognize the skills needed to establish and achieve personal and education goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.

Unit Essential Questions:

- How did the principal ideas of the Enlightenment alter political thought in Europe during the century?
- What were the reasons for and the consequences of the rise of powerful centralized nation-states in Europe?
- What was the impact of intellectual, philosophical, and scientific ideas on how humans viewed themselves, as well as the physical and spiritual worlds around them?
- How and why did the various ideals of liberty, popular sovereignty, natural rights, democracy, become the driving force for reforms in Europe?

Unit Enduring Understandings:

- Understand the principle ideas of the Enlightenment
- Reasons and consequences for the rise of powerful nation-states
- Impact of new ideas on world views
- Trace the ideals of the Enlightenment to current American government and laws

Unit Learning Targets:

Students will understand the principle ideas of the Enlightenment and Scientific Revolution, including their influence on modern society.

Evidence of Learning

Summative Assessment: November, December, & January

Equipment Needed: Online textbook, student laptops, whiteboard, overhead projector, television, DVD player.

Teacher Resources: Online textbook, primary sources, textbooks, whiteboard technologies, and laptop

Formative Assessments:

- Student discussion



- Debates
- Review game
- Role playing
- Essay
- Primary source analysis
- Application to everyday life
- Analyze art
- Section quiz
- Film interpretation
- Project based learning
- Midterm

Lesson Plans

Lesson	Time Frame
Lesson 1 Art & Literature in the Renaissance	2 days
Lesson 2 Scientific Revolution	5 days
Lesson 3 Enlightenment	3 days
Lesson 4 Links to Modern Society	3 days

Teacher Notes:

Time frame is approximate, and is subject to change based on needs of the classroom and student ability.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://streaming.discoveryeducation.com/>

<http://www.classzone.com>

<http://www.icivics.org>

<http://americainclass.org>

<http://globalawarenessmap.org>

<https://www.state.nj.us/education/modelcurriculum/ss/wu2.pdf>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Art & Literature in the Renaissance Time Frame: 2 Days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: LA/Literacy, Science, Civics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop an understanding of why the Renaissance developed in Italy - Describe the contributions of patrons and the church in Renaissance art - Discuss the role of Renaissance philosophy (Humanism) - Examine the difference between Northern and Southern Renaissance - Analyze the works of Renaissance figures	Lesson Sequence - Pre-read text - Lecture and videos via PowerPoint - DBQ/Essay on primary sources describing Renaissance society - Viewing of videos and development of social studies skills - Analyzing historical works	- Class discussion - Essay - Use of analyzing techniques and application of taught skill sets - Test & quizzes - PBL activities
Differentiation: All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.		
Resources Provided: - Online textbook - Laptops - Primary sources - Internet		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Scientific Revolution Time Frame: 5 Days

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Language Arts, Health, Astronomy, Math, Physics, Chemistry, Civics, Biology

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook, Internet research

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the definition of a revolution and how it applies to the Renaissance - Discuss the impact of the Church on the Scientific Revolution - Analyze the contributions of historical figures who were leaders & innovators of the their time period	Lesson Sequence - Pre-read text - Analyze the definition of “Revolution” - Discuss the impact of the Church on society - Video analysis such as “Galileo’s Search for the Heavens” - Choose a figure from Scientific Revolution explaining their contribution, and analyze their lasting impact through modern times	- Section quiz - Class discussion - DBQ - Video analysis - PBL assignments - Class report
Differentiation: All individual IEPs will be met according to the student’s individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.		



Resources Provided:

- Online textbook
- Laptops
- Primary sources
- Internet



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Enlightenment Time Frame: 3 Days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Language Arts, Science, Civics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Examine the political and social climate that brought about the Enlightenment - Compare and contrast the old views on government and new government - Analyze the views of Rousseau, Voltaire, Montesquieu, Wollstonecraft, etc. - Examine the global impact of the Enlightenment	Lesson Sequence - Pre-read text - Read transcripts of historical figures - DBQ based on time period thinkers such as Rousseau and/or Montesquieu - PBL group and individual activities - Application of theory from Enlightenment to modern everyday life	- Section quiz - Class discussion - DBQ - PBL assignments - Chapter test
Differentiation: All individual IEPs met according to plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial met through various learning activities and verified via formative assessments.		
Resources Provided: - Online textbook - Laptops - Primary sources - Internet		



Lesson Plan 4 Template

Content Area: Social Studies Lesson Title: Links to Modern Society Time Frame: 3 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: LA/Literacy, Science, Civics, Technology, Economics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop an understanding of how Scientific Revolution affects the 21st Century - Establish links of 16th, 17th, and 18th century technology to the 21st century - Identify future conflicts based on cultural shifts regarding the reform of individual instead of group thinking and behavior - Analyze the movement of ideas through the centuries	Lesson Sequence - Pre-read text - Group analysis identifying links in history - Project interpreting the works several historical figures in groups - Analysis of primary sources compare and contrasting responses from different centuries - Analyzing historical works of origin from Enlightenment & Scientific Revolution (Europe, Africa, Asia)	- Class discussion - Essay - Use of analyzing techniques and application of taught skill sets - Debate - Test & quizzes - Problem based learning activities
Differentiation: All individual IEPs met according to plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial met through various learning activities and verified via formative assessments.		



Resources Provided:

- Textbook
- Laptops
- Primary sources
- Internet



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 9	Unit Title: Renaissance, Reformation, Scientific Revolution, & Enlightenment (1350 - 1700)
Created: May 2022		Board Approved on:



Unit Overview Template

Content Area: Social Studies **Grade Level:** 9 **Unit Title:** Age of Revolutions (1750 - 1914)

Unit Summary: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.

Primary Interdisciplinary Connections: Language Arts, Science, Civics, Political Science, Economics

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy
X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Learning Targets

Standards: 6.2.12.CivicsPI.3.a; 6.2.12.CivicsPD.3.a; 6.2.12.CivicsDP.3.a-b; 6.2.12.HistoryCC.3.a-c; 6.2.12.GeoGI3.a; 6.2.12.EconGE.3.a-c; 6.2.12.EconET.3.a-b; 6.2.12.HistoryUP.3.a; RH.9-10.2 & 3; WHST.9-10.2.a-f; WHST.9-10.4, 6-8; 9.4.12.CI.1; 9.4.12.TL.1; 9.4.12.GCA.1; 9.4.12.CT.1 - 2; SEL.PK-12.2.2-3; SEL.PK-12.1.3;

Content Statements: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by



analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CPI#:	Cumulative Progress Indicator (CPI):
6.2.12.Civic sPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
6.2.12.Civic sPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
6.2.12.Civic sDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
6.2.12.Civic sDP.3.b	Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
6.2.12.Histo ryCC.3.a	Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.



6.2.12.GeoG I.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
6.2.12.Econ GE.3.a - c	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain. Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
6.2.12.Econ ET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.Econ ET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
6.2.12.Histo ryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.12.Histo ryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
6.2.12.Histo ryCC.3.c:	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
RH.9-10.2- 3	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
WHST.9-10 .2.a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10 .4, 6-8	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry



	when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a.)
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.CT.1-2	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
SEL.PK-12.2.2-3	Recognize the skills needed to establish and achieve personal and education goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.

Unit Essential Questions:

- How can we assess the impact of imperialism on economic development in Africa and Asia?
- How do the characteristics of capitalism, communism, and socialism affect each other in different world regions?
- To what extent was racism both the cause and consequence of imperialism?
- How do the relationships between Agricultural & Industrial Revolutions, and population growth in European industrialization, influence the specializations of labor?

Unit Enduring Understandings:

- The importance of economic development in Europe, Asia, and Africa
- The characteristics of capitalism, communism, and socialism
- The relationships between the industrial revolution and population growth in European nations

Unit Learning Targets:

Students will understand the causes and effects of the Industrial Revolution and Imperialism, and how they transformed areas of the world politically, economically, and socially.



Evidence of Learning

Summative Assessment: February & March

Equipment Needed: Online textbook, student laptops, whiteboard, overhead projector, television, DVD player.

Teacher Resources: Online textbook, primary sources, textbooks, whiteboard technologies, and laptop

Formative Assessments:

- Student discussion
- Debates
- Review game
- Role playing
- Essay
- Primary source analysis
- Application to everyday life
- Analyze art
- Section quiz
- Film interpretation
- Chapter test
- Project based learning

Lesson Plans

Lesson	Time Frame
Lesson 1 Why did the Industrial Revolution begin in Great Britain?	3 days
Lesson 2 Classical economists & accomplishments of the 19th Century	3 days
Lesson 3 European Imperialism in Africa	3 days
Lesson 4 Latin American Revolutions	3 days

Teacher Notes:

Unit length may vary based on student comprehension and duration of problem based learning activities.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://streaming.discoveryeducation.com/>

<http://www.classzone.com>

<http://www.icivics.org>

<http://americainclass.org>

<http://globalawarenessmap.org>

<https://www.state.nj.us/education/modelcurriculum/ss/wu2.pdf>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Why did the Industrial Revolution Begin in Great Britain? Time Frame: 3 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Language Arts, Math, Science, Civics, Economics, Geography

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss why the Industrial Revolution began in Britain - Examine the inventions that brought England into the Industrial Age - Discuss how the Industrial Revolution impacted daily life and urban living - Compare and contrast the positives and negatives of the Industrial Revolution - Explain how the Industrial Revolution brought Great Britain to world power status	Lesson Sequence - Pre-read text - Chart on inventors and inventions, as well as their impact - Discovery education video - Primary sources examining child labor in factories in Manchester, England - Quiz - Population growth analysis - Problem based learning activities	- Problem based learning activities - Quiz - Group analysis



Differentiation:

All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.

Resources Provided:

- Online textbook
- Laptops
- Primary sources
- Internet



Lesson Plan 2 Template			
Content Area:	Social Studies	Lesson Title:	Classical Economists and Accomplishments of the 19th Century
		Time Frame:	3 days
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy			
Interdisciplinary Connections: Language Arts, Math, Science, Civics, Economics			
Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook			
Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Examine the various economic and industrial theories, as well as their effects on Western Civilization • Debate capitalism vs socialism • Understand the appeal of Marxism to the proletariat • Discuss why Western European nations fear socialism • Discuss the impact of unions and industrialization in regards to they influence other areas of life	Lesson Sequence 1. Pre-read text 2. Chart on Socialism vs Capitalism 3. Debate: Influence of theories & practices on daily life 4. Evaluation of primary sources 5. Assessment	• Problem based learning activities • Group and class discussions/debates • Quiz



Differentiation:

All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.

Resources Provided:

- Online textbook
- Laptops
- Primary sources
- Internet



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: European Imperialism in Africa Time Frame: 3 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Language Arts, Civics, Geography, Philosophy, Economics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Examine the influence of the Berlin Conference - Analyze the influence of wealth and nationalism in the creation of imperialistic goals - Debate the effects of imperialism on Africa - Discuss and analyze the economic effects of imperialism on Europe and Africa - Examine the relationship between European nations while reaching imperialistic goals - Examine how industrialization helped fuel the growth of imperialism	Lesson Sequence - Pre-read text - Discuss how industrialization helped fuel causes of imperialism - Comparison maps of Africa before and after colonization - Debate influence of European expansion and imperialism in Africa - Analyze the influence of the Berlin Conference on the indigenous populations of Africa - Analyze primary sources - Assessment	- Problem based learning activities - Group and class discussions/debates - Quiz



Differentiation:

All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.

Resources Provided:

- Online textbook
- Laptops
- Primary sources
- Internet



Lesson Plan 4 Template

Content Area: Social Studies Lesson Title: Latin American Revolutions Time Frame: 3 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: LA/Literacy, Science, Civics, Technology, Business, Economics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop an understanding of why Latin American nations faced hardships during 18th and 19th centuries - Describe global contributions of Latin American colonies - Examine the role of geography in successful Latin American revolutions - Describe the role of the Suez and Panama Canals	Lesson Sequence - Pre-read text - Group analysis of causes of revolutions in Latin America - Compare and contrast different revolutionary movements - Development of social studies research skills - Group analysis on role economics and global trade in revolution success - Analyzing historical works of indigenous people	- Class discussion - Essay - Use of analyzing techniques and application of taught skill sets - Debate - Test & quizzes - Problem based learning activities
Differentiation: All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.		



Resources Provided:

- Textbook
- Laptops
- Primary sources
- Internet



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 9	Unit Title: Age of Revolutions (1750 - 1914)
Created: May 2022	Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	9	Unit Title:	Half-Century of Crisis and Achievement: Era of the Great Wars (1900 - 1945)
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Unit Summary: The push for nationalism, imperialism, industrialization, and militarism contributed to increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and setting the stage for World War I. The failures of the Treaty of Versailles combined with the impact of global economic depression, combined with the expansionist policies and actions of Axis nations Germany, Italy, and Japan, are viewed as major factors that resulted in World War II.

Primary Interdisciplinary Connections: Language Arts, Science

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy
X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

Learning Targets

Standards: 6.2.12.CivicsPI.4.a-b; 6.2.12.CivicsHR.4.a; 6.2.12.GeoSV.4.a-b; 6.2.12.GeoGI.4.a; 6.2.12.EconEM.4.a; 6.2.12.HistoryCC.4.a-h; 6.2.12.HistoryUP.4.a-c; 6.2.12.HistoryCA.4.a-c; RH.9-10.1, 5-9; WHST.9-10.1, 6-9; 9.4.12.Cl.1; 9.4.12.TL.1; 9.4.12.GCA.1; 9.4.12.CT.1 - 2; SEL.PK-12.2.2-3; SEL.PK-12.1.3;

Content Statements: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident



through the elaboration, refinement, analysis and evaluation of ideas in order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CPI#:	Cumulative Progress Indicator (CPI):
6.2.12.Civic sPI.4.a - b	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.



	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.Civic sHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
6.2.12.GeoSV.4.a - b	6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI. Determine how geography impacted military strategies and major turning points during World War II.
6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
6.2.12.EconEM.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.HistoryCC.4.a - c	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I. Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars. 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.HistoryCC.4.d - e	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
6.2.12.HistoryCC.4.f - h	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world. Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.” Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).



6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
6.2.12.HistoryUP.4.b - c	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
6.2.12.HistoryCA.4.a - c	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics. Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
RH.9-10.1, 5-9	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. Assess the extent to which the reasoning and evidence in a text support the author's claims. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
WHST.9-10.1, 6-9	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.



	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw evidence from informational texts to support analysis, reflection, and research.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a.)
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.CT.1-2	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
SEL.PK-12.2.2-3	Recognize the skills needed to establish and achieve personal and education goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.
Unit Essential Questions: - How do we assess the cultural impact of World War I, the Great Depression, and World War II? - What extent did the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries cause World War II? - How can we explain the causes and effects of the Russian Revolution?	



- How can we compare and contrast World War I and II in terms of technological innovations (for example industrial production, scientific research, war tactics) and social impact (for example national mobilization, loss of life, and destruction of property)?

Unit Enduring Understandings:

- Causes and effects of the World Wars
- Understand how the Treaty of Versailles laid the groundwork for World War II
- How the Great Depression led to dictators in Italy and Germany
- How fascist goals of world domination led to World War II

Unit Learning Targets:

Students will understand the causes and effects of alliances, militarism, nationalism, fascism, the World Wars, and how they transformed areas of the world politically, economically, and socially.



Evidence of Learning

Summative Assessment: February, March, April

Equipment Needed: Online textbook, student laptops, whiteboard, overhead projector, television, DVD player.

Teacher Resources: Online textbook, primary sources, textbooks, whiteboard technologies, and laptop

Formative Assessments:

- Student discussion
- Debates
- Review game
- Role playing
- Essay
- Primary source analysis
- Application to everyday life
- Analyze art
- Section quiz
- Film interpretation
- Chapter tests
- Project and problem based learning activities

Lesson Plans

Lesson	Time Frame
Lesson 1 Causes of the Great War	2 days
Lesson 2 How WWI led to WWII	5 days
Lesson 3 Rise of Hitler	3 days
Lesson 4 Women in WWI and WW2	3 days

Teacher Notes:

Lesson durations may vary based on student comprehension and duration of problem based learning activities.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://streaming.discoveryeducation.com/>

<http://www.classzone.com>

<http://www.icivics.org>

<http://americainclass.org>

<http://globalawarenessmap.org>

<https://www.state.nj.us/education/modelcurriculum/ss/wu2.pdf>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Causes of the Great War Time Frame: 2 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Language Arts, Science, Civics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the political climate in Europe preceding WWI - List and describe the four underlying causes - Analyze and debate the four causes and evaluate their significance - Describe how the assassination of Archduke Franz Ferdinand erupted the “powder keg” of Europe - Create a timeline of events leading up to the outbreak of war	Lesson Sequence - Pre-read text - Class discussion relating the impact of alliances prior to WWI and in today’s society - Class debate - Letter to the editor from a chosen country supporting/not supporting the war - Videos of the period with group problem analysis	- Debate - Problem based learning and spreadsheet creation activities - Quiz - DBQ - Project based learning
Differentiation: All individual IEPs will be met according to the student’s individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.		



Resources Provided:

- Online textbook
- Laptops
- Primary sources
- Internet



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: How WWI lead to WWII Time Frame: 5 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Language Arts, Science, Geography, Civics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Evaluate the Versailles Treaty and its impact on Germany - Impact of the Great Depression on the German economy - Describe the rise of fascism and communism in Europe - Evaluate the ineffectiveness of the Weimar Republic - Describe the mistrust of the German people toward democracy - Describe the political divisions in Germany	Lesson Sequence - Pre-read text - Primary source analysis- Versailles Treaty - Chart comparing & contrasting fascism, communism, & democracy - Group analysis of German economy and problem solving - Examine political cartoons and discuss - Create graphs of the German economy and the value of the German Mark in relation to the economic growth during the time period - Problem analysis relating to how the Versailles Treaty directly affected	- Class discussion and analysis - Graph and chart creations - DBQ - Quiz - Problem based learning activities



	people of Germany and Europe	
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Differentiation:

All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.

Resources Provided:

- Online textbook
- Laptops
- Primary sources
- Internet



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Rise of Hitler Time Frame: 3 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Language Arts, Science, Geography, Civics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the harsh provisions of the Versailles Treaty on Germany - Discuss the ineffectiveness of the Weimar Republic - Analyze the economic effect of the Great Depression on the German economy - Discuss Hitler's methods to legally gain power - Analyze the popularity of the Nazi Party in Germany - Analyze the global reaction to the rise of Fascism - Discuss the events leading to and the outcomes of Hitler being	Lesson Sequence - Pre-read text - Literary analysis of excerpts from "Mein Kampf" - Comparison chart of Fascism in Spain, Italy, and Germany - Analysis of Hitler's reactions to Jesse Owens in the 1936 Berlin Olympics - Discuss the Weimar Constitution giving Hitler supreme power	- Class discussion - Problem based learning activities - Charts/graphs - Quiz - Homework assignments and written analysis of key topics



appointed Chancellor

Differentiation:

All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.

Resources Provided:

- Online textbook
- Laptops
- Primary sources
- Internet



Lesson Plan 4 Template

Content Area: Social Studies Lesson Title: Roles of Women in WW1 and WW2 Time Frame: 3 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: LA/Literacy, Science, Civics, Technology

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop an understanding of how the roles of women evolved during WWI and WW2 - Explain the contributions of women in helping to bring the United States to victory - Identify challenges women in the U.S. faced in the early 20th century - Analyze before and after WW1 & WW2 scenarios for women in different occupations	Lesson Sequence - Pre-read text - Group analysis of research and problem solving - Identify the contributions of women to the war efforts - Compare and contrast pre and post war unemployment charts - Analyze the contributions of specific female historical figures	- Class discussion - Essay - Use of analyzing techniques and application of taught skill sets - Debate - Test & quizzes - Problem based learning activities - Open ended response questions
Differentiation: All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.		



Resources Provided:

- Online textbook
- Laptops
- Primary sources
- Internet



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 9	Unit Title: Half-Century of Crisis and Achievement : Era of the Great Wars (1900 - 1945)
Created: May 2022		Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS



Unit Overview Template

Content Area: Social Studies	Grade Level: 9	Unit Title: 20th Century Since 1945 (1945 - Today)
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Unit Summary: Analyze the effects of WWII, challenges in democracy, Cold War and the fall of the Soviet Union, emergence of nationalistic movements in former European colonies and their struggle for democracy, as well as global interdependence with the advances of science, technology, and global security issues.

Primary Interdisciplinary Connections: Language Arts, Economics, Civics, Science, and Philosophy

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy
X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

Learning Targets

Standards: 6.2.12.CivicsPI.5.a; 6.2.12.CivicsHR.5.a; 6.2.12.HistoryCC.5.a; 6.2.12.GeoPP.5.a; 6.2.12.GeoSV.5.a; 6.2.12.GeoGI.5.a; 6.2.12.EconET.5.a-b; 6.2.12.EconGE.5.a; 6.2.12.HistoryCC.5.a-h; 6.2.12.CivicsPI.6.a; 6.2.12.CivicsHR.6.a-b; 6.2.12.GeoPP.6.a; 6.2.12.EconGE.6.a-c; 6.2.12.HistoryCC.6.a; RH.9-10.4, 6-7, 9; WHST.9-10.1-2, 4, 6-9; 9.4.12.CI.1; 9.4.12.TL.1; 9.4.12.GCA.1; 9.4.12.CT.1 - 2; SEL.PK-12.2.2-3; SEL.PK-12.1.3;

Content Statements: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Creativity includes the use of a wide range of idea-creation techniques (such as brainstorming) to generate new and worthwhile ideas (both incremental and radical concepts). Additionally, within creativity, flexibility is evident through the elaboration, refinement, analysis and evaluation of ideas in



order to maximize creative efforts. Originality and inventiveness in work may also be evident while understanding the real-world limits to adopting new ideas. Failure is viewed as an opportunity to learn and adapt as well as understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CPI#:	Cumulative Progress Indicator (CPI):
6.2.12.Civic sPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
6.2.12.Civic sHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.



6.2.12.HistoryCC.5.a	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.GeographyP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
6.2.12.GeographyS.V.5.a	Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
6.2.12.GeographyG.I.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
6.2.12.EconomicsET.5.a - b	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism. Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
6.2.12.EconomicsGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.2.12.HistoryCC.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.HistoryCC.5.c - e	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. 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.HistoryCC.5.f	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
6.2.12.HistoryCC.5.g - h	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. Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
6.2.12.HistoryCA.5.a	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.



6.2.12.Civic sPI.6.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
6.2.12.Civic sHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.Civic sHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
6.2.12.GeoP P.6.a	Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.Econ GE.6.a - b	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
6.2.12.Econ GE.6.c	Relate the rise of the Internet and social media to global economy.
6.2.12.Histo ryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals and societies.
RH.9-10.4, 6-7, 9	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
WHST.9-10 .1-2, 4, 6-9	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.



	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Draw evidence from informational texts to support analysis, reflection, and research.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a.)
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.1H.IPERS.6, 7.1.1L.IPERS.7, 8.2.12.ETW.3).
9.4.12.CT.1-2	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
SEL.PK-12.2.2-3	Recognize the skills needed to establish and achieve personal and education goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals.
SEL.PK-12.1.3	Recognize one’s personal traits, strengths, and limitations.

Unit Essential Questions:

- How can we assess the cultural impact of the Cold War on individual countries after 1945?
- To what extent did the legacy of World War I, global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries cause conflicts in Asia and Europe during the late 21st century?



- How did the creation of global organizations change the political environment of the world?
- How can the development of progression of a global economy cause interdependence amongst nations?

Unit Enduring Understandings:

- Effects of the World Wars on future 21st century global conflicts
- Causes of the Cold War and challenges to world democracy
- The role of economic rivalries in developing nations
- Geography's role in promoting global trade and spheres of influence

Unit Learning Targets:

Students will understand how the Cold War, the increasing of global trade amongst nations, and the creation of world organizations changed the world politically, economically, and socially.

Evidence of Learning

Summative Assessment: May and June

Equipment Needed: Online textbook, student laptops, whiteboard, overhead projector, television, DVD player.

Teacher Resources: Online textbook, primary sources, textbooks, whiteboard technologies, and laptop

Formative Assessments:

- Student discussion
- Debates
- Review game
- Role playing
- Essay
- Primary source analysis
- Application to everyday life
- Analyze art
- Section quiz
- Film interpretation
- Chapter tests and quizzes
- Problem based learning activities

Lesson Plans

Lesson	Time Frame
Lesson 1 Cold War	5 days
Lesson 2 Colonization/Decolonization	3 days
Lesson 3 Europe in the 21st Century	2 days
Lesson 4 United Nations	3 days



Teacher Notes:

Lesson durations may vary based on student comprehension and duration of problem based learning activities.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://streaming.discoveryeducation.com/>

<http://www.classzone.com>

<http://www.icivics.org>

<http://americainclass.org>

<http://globalawarenessmap.org>

<https://www.state.nj.us/education/modelcurriculum/ss/wu2.pdf>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Cold War Time Frame: 5 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Language Arts, Math, Geography, Science, and Civics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze what events marked the beginning of the Cold War - Discuss the effect of the Cold War on international relations, arms races, etc. - Discuss the U.S. policy of containment - Analyze incidents that led to the Berlin Wall, Cuban Missile Crisis, etc. - Analyze the factors that led to the end of the Cold War	Lesson Sequence - Pre-read text - Map skills (Iron Curtain) - Primary source investigation on leaders of European nations - Debate Khrushchev to Stalin - Compare and contrast Soviet expenditures to U.S. on armaments vs consumer products/goods - Written assignments analyzing events from 1980 - 1990 that led to fall of Soviet Union - Class discussion on significance of the fall of the Berlin Wall	- Problem based learning activities - Class discussion - Primary resource analysis - Quiz



Differentiation:

All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.

Resources Provided:

- Online textbook
- Laptops
- Primary sources
- Internet



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Colonization/Decolonization Time Frame: 3 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy **X** Life and Career Skills
X Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Language Arts, Geography, World Language, Civics, Math

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss European factors of possessions • Compare violent vs nonviolent struggles for independence • Discuss the effects of nationalism • Analyze the effects of decolonization on indigenous people • Understand the positive and negative effects of decolonization	Lesson Sequence 1. Pre-read text 2. Group problem based learning on regions of the world 3. Map of name changes tracing countries' independence 4. Analysis of worldwide economic effect of decolonization 5. Discussion: South African end of apartheid, analyzing the positive effectiveness of Nelson Mandela, as well as how his ideas affected other nations	• Class discussion • Quiz • Literary analysis • Writing responses
Differentiation: All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.		



Resources Provided:

- Online textbook
- Laptops
- Primary sources
- Internet



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Europe in the 21st Century Time Frame: 2 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Language Arts, Math, Science, Civics, Economics

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the impact economic development had on the environment - Analyze the recent problems that have occurred because of the Economic Union and the use of the Euro - Discuss and analyze why some countries opted out of the European Union - Analyze the economic benefits of free trade - Understand the meaning of globalization - List and describe the factors that drove globalization - Describe the beginnings of the European Economic Union	Lesson Sequence - Debate: For/against economic globalization - Excerpts from globalization literature including the European Union - Analyze the pro's and con's of a nation of the student's choice that is part/not part of the EU - Current events analysis from NY Times, London Time, etc.	- DBQ - Class discussions - Debate - Written analysis - Quiz - Current events analysis - Problem based learning activities



Differentiation:

All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.

Resources Provided:

- Online textbook
- Laptops
- Primary sources
- Internet



Lesson Plan 4 Template

Content Area: Social Studies Lesson Title: United Nations Time Frame: 3 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: LA/Literacy, Science, Civics, Technology,

Integration of Technology: Laptops, iMovies, Microsoft applications, online textbook

Equipment Needed: Laptop, whiteboard technology, Internet, projector, online textbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop an understanding of how the United Nations changed the global relationships between countries - Describe the conflict zone peacekeeping contributions of the U.N. - Identify future conflicts caused as a result of U.N. involvement - Examine the role in ending human rights abuses	Lesson Sequence - Pre-read text - Group analysis of research and problem solving (How should the U.N. be involved, if at all?) - Debate the validity and justifications of specific U.N. peacekeeping missions - Viewing of videos and development of social studies research skills - Examine the influence of political borders in U.N. decisions - Examine the role of U.N. in solving global issues	- Class discussion - Essay - Use of analyzing techniques and application of taught skill sets - Debate - Test & quizzes - Problem based learning activities



Differentiation:

All individual IEPs will be met according to the student's individualized learning plan. Interpersonal, intrapersonal, verbal/linguistic, visual/spatial will be met through various learning activities and formative assessments.

Resources Provided:

- Textbook
- Laptops
- Primary sources
- Internet



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 9	Unit Title: 20th Century Since 1945 (1945 - Today)
Created: May 2022	Board Approved on:	



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS**

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension