

# **Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey  
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: World History**

Born on: August, 2014  
Previous Revision: July, 2020  
Current Revision: July, 2023  
Board Approval: 8/28/23

## Course Description: World History

The objectives of the College Preparatory program in Social Studies focus on the analysis, synthesis, and evaluation of historical data. Students are expected to maintain a good level of academic interest, demonstrate a sophisticated level of critical thinking, and be self-motivated learners and generators of scholarly material. Students will hone their ability to be effective writers, in order to enhance communication and shared knowledge within the classroom.

This course is designed to meet the needs of College preparatory students who have ability, a mastery of skills, high self-motivation, and a strong desire to be challenged in the specific area of Social Studies. The course has been modeled based on the skills required to succeed in a college environment modified for the particular grade level--the most in quantity of work and assignments, the highest expectations in quality of performance, and a great deal of independent work.

### Course Overview:

Throughout this full-year course, students will examine political, economic, cultural, social, and technological developments across a variety of geographic regions, including Europe, East Asia, the Middle East, Africa, and the Americas over four units of study. The class strives to meet the New Jersey Student Learning Standards' mission of providing learners with the opportunity of inquiry based learning and helps provide "learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities." Class time involves teacher-guided lectures, discussions, collaborative learning activities, problem solving activities, writing activities, creative projects, and ties to the modern day through current events. Emphasis will be placed upon the development of the skills needed to succeed in the future, such as organization, study skills, time management, and public speaking. Student Outcomes:

Helping students develop and effectively use a wide variety of skills is a central purpose of social studies. These skills are central to one's learning throughout life. A command of these tools will be of assistance to students in understanding their society and in becoming productive members of the American community.

Students will be able to:

- Show mastery of historical vocabulary
- Present a viewpoint in writing and speech
- Use technology to complete research and projects
- Complete a technology-based project and oral presentation
- Locate, organize and evaluate information
- Acquire information through reading, listening and observing
- Interact with others, develop problem solving strategies
- Apply conflict resolution skills

- Distinguish between verifiable and unverifiable data
- Identify central issues
- Orient a map
- Identify and locate physical and political features on maps, globes, photos
- Understand and explain geographic settings of historical and current events
- Evaluate influence of geography upon history and culture
- Recognize cartoons as a means of expressing viewpoints
- Relate information obtained from pictures, charts and graphs to that gained from other sources
- Use the vocabulary of time concepts (decade, score, generation, century, era)
- Understand timelines

### **Interdisciplinary Connections**

Teachers will combine, integrate and infuse disciplines as needed. ELA reading, writing, speaking and listening assignments are infused throughout the curriculum to develop basic reading and comprehension skills. Other suggestions for interdisciplinary connections:

- Career Transition
- Mathematics and Business can be combined with economic units
- Science can be combined with discussion of climate change
- Art, music and literature will be called upon to supplement what is learned in history and develop cross curricular development
- The teacher will work with the library media specialist on various research units

**Accommodations and Modifications:** Each unit has examples of possible accommodations/modifications. Charts of accommodations/modifications are found at the end of the document.

## **Amistad/Holocaust/LGBTQ+/Climate Change/AAPI/DEI Connections**

### **Amistad Connection:**

Students will learn about the Trans-Atlantic Trade Routes with a focus on the Middle Passage, the history of the African kingdoms, the treatment and labor practices of Africans in the New World, and successful abolitionist movements and revolutions. These topics give special importance to the history of Africans and African Americans in our world history.

### **Holocaust Connections:**

Students will learn about the Armenian Genocide and the Holocaust as ways to highlight Holocaust and Genocide studies in the World History curriculum. Students also apply the information learned to the continuation of future genocides that occur in the second half of the 20th century, and continue to today.

### **LGBTQ+/Disabilities:**

Students will study the contributions of members of the LGBT+ and disabled communities in world history. Significant contributors include Lile Elbe, a famous Danish artist who was one of the first people to attempt gender reassignment surgery, Alan Turing, who invented the modern computer during WWII, and Josef Kohout, one of the only gay survivors to share his Holocaust story. Students will also look at the activism within the LGBTQ+ community on a global scale.

**Climate Change:**

Students will study the impact of humans on the environment and the environment on humans. Students will analyze the environmental impact of the Columbian Exchange, its impact on populations and on ecosystems. Significant areas of interest will be on the industrial age and the pollution that was caused by the new factory system as worlds went from agrarian to industrial and from rural to urban. Students will study how immigration patterns have been altered by changes in climate and the environment.

**DEI: Diversity, Equity, and Inclusion (DEI):** Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, and/or political perspective. Populations that have been, and remain, underrepresented among practitioners in the field and marginalized in the broader society. For example: DEI aspects will start with the review introduction unit when reviewing Europe’s dark ages, but simultaneously the golden ages of the Middle East and China, the Aztec experience during the First Age of Global Encounters, and the Latin American lens in the Attempting a New World Order unit. Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. To that end, this can be achieved through consideration of diverse histories, experiences and perspectives that promote the dignity and respect of all individuals. This can be seen through the lenses of the Amistad Connection, Holocaust Connections, and LGBT/Disabilities as well as other underrepresented groups in our nation's history. These resources and experiences are listed throughout this curriculum.

**6.2 World History/Global Studies 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.**

| Time Frame:    | Content/Topic   | NJSLs | Observable Proficiencies/Skills | Performance Benchmarks/Suggested Assessments | Suggested Materials |
|----------------|---|-------|---------------------------------|--|---------------------|
| <i>ongoing</i> | <p><b><u>OVERALL COURSE:</u></b></p> <p><u>Essential Questions:</u></p> <p>1) Why do we study history?</p> <p>2) What regions of the world adhere or reject their classical values?</p> |       |                                 |  |                     |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | <p>3) Which cultures value the individual over the group, or the group over the individual?</p> <p>4) Does history illustrate steady progress, regress, undulation? What overall pattern can be perceived?</p> <p>5) What is the primary motivator in world conflicts and decision-making: economic concerns, or belief systems?</p> <p>6) How does artistic expression reflect the beliefs of a society?</p> <p>7) How does geography affect culture, economics, values, politics, etc.?</p> <p>8) Have human problems, issues, concerns, etc., changed or has it stayed the same over time?</p> <p>9) Is human history a tale of class struggle, class symbiosis, ethnicity, nationalism, warfare, technological advancement, philosophical/religious concerns?</p> <p>10) What career opportunities are available to those that study history/social studies</p> |  |  |  |  |
|--|---|--|--|--|--|

| Time Frame: | Content/Topic   | NJSLs  | Observable Proficiencies/Skills  | Performance Benchmarks/Suggested Assessments  | Suggested Materials   |
|-------------|---|--|--|---|---|
| 4 weeks     | <p><b>Introduction and Review:</b><br/> <u>Unit Essential Questions:</u><br/>                     1) What elements of ancient and classical cultures still affect us today?<br/>                     2) Can the term Dark Ages be used to describe the entire time period of the Middle Ages?<br/>                     3) In what ways were the Middle Ages a time of global encounters and innovation?</p> | <p><b>NJSLs Social Studies</b><br/>                     6.2.12.GeoSV.1.a<br/>                     6.2.12.GeoGE.1.a<br/>                     6.2.12.GeoPP.1.a:</p> <p><b>CR,LL,KS:</b><br/>                     9.4.2.IML.1<br/>                     9.2.8.CAP.10<br/>                     9.2.12.CAP.13<br/>                     9.4.2.TL.6<br/>                     9.4.2.TL.7<br/>                     9.4.2.CI.1<br/>                     9.4.2.TL.2</p> <p><b>ELA Companion:</b><br/>                     RH.9-10.1, RH.9-10.3,<br/>                     RH.9-10.4, WHST.9-10.7, WHST.9-10.8<br/>                     WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b></p> <p><b>Language Arts -</b><br/>                     Students write essays comparing Medieval societies in Eurasia</p> <p><b>Art -</b> Students are viewing, studying, comparing, contrasting, and evaluating different types of art from this time period.<br/>                     ELA</p> | <p>Compare and contrast American law, government and philosophy with those of classical civilizations, and determine the extent to which the early civilizations influenced the present.<br/>                     Explain the interaction between geography, politics, economics and culture in various locations, as well as the interactions between those locations (i.e. Europe and East Asia).<br/>                     Determine the extent to which various innovations like printing, the compass, and Arabic numerals derived from European interaction with Islam and Asia, and led to European development.<br/>                     Explore contributions of Eurasian society including Japan, South Asia, and China</p> | <p>Classical Cultures Map F<br/>                     How To Be A.... Project (i.e. Roman emperor or medieval monk) F<br/>                     Simulation of a Classical School F<br/>                     Write an Essay on Theories of History S<br/>                     Postcards From Around the World F<br/>                     Presentation on Regions of the World S<br/>                     Feudalism Simulation S</p> <p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b><br/>                     Guided questions and note taking<br/>                     Provide student with essential vocabulary<br/>                     Graphic organizers<br/>                     Provide an Outline for writing assessments<br/>                     Re-teaching and review<br/>                     Provide student with essential vocabulary<br/>                     Graphic organizers<br/>                     Scaffolding of assignments</p> | <p>Crash Course Video: <a href="#">The Dark Ages...How Dark Were They, Really?</a></p> <p>During this time, the Muslims expanded and flourished in the present-day Middle East.</p> <ul style="list-style-type: none"> <li>• became the world’s center of scholarship/learning</li> <li>• great strides in medicine                             <ul style="list-style-type: none"> <li>- excerpts from Ibn Sina’s, <i>Canon of Medicine</i></li> </ul> </li> </ul> <p>During this time China was experiencing their Golden Age. Some of their accomplishments include:</p> <ul style="list-style-type: none"> <li>• created incredible art, porcelain, and poetry</li> <li>• government based on meritocracy                             <ul style="list-style-type: none"> <li>- <a href="#">Excerpts From Emperor Taizong on Effective Government</a></li> </ul> </li> </ul> <p><a href="#">Issues in Social Studies: Unity and Diversity</a> (Annenberg Learner)</p> |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p>NJSLSA.R1<br/>                 NJSLSA.R2<br/>                 NJSLSA.R6.<br/>                 NJSLSA.R7<br/>                 NJSLSA.R9<br/>                 NJSLSA.R10<br/>                 NJSLSA.W1<br/>                 NJSLSA.W7<br/>                 NJSLSA.W8<br/>                 NJSLSA.W9</p> <p>Mathematics<br/>                 MP.2<br/>                 MP.3<br/>                 MP.6</p> <p>Science<br/>                 HS-LS2-6<br/>                 HS-LS2-7<br/>                 HS-ESS3-1</p> <p>Art<br/>                 1.2.12acc.Re7a<br/>                 1.2.12acc.Re8a<br/>                 1.5.12prof.Re7a<br/>                 1.5.12acc.Re7b<br/>                 1.5.12acc.Re8a<br/>                 1.5.12prof.Cn11a</p> <p>Technology and 21st<br/>                 Century Themes &amp;<br/>                 Skills<br/>                 9.4.12.IML.2<br/>                 9.4.12.IML.8:</p> <p>Computer Science<br/>                 8.1.12.DA.5</p> |  | <p>Guided questions and note taking<br/>                 Provide an Outline for writing assessments<br/> <b>Multilingual Learners:</b><br/>                 Use simplified text and summaries of content.<br/>                 Use art visuals for students to respond to instead of text.<br/>                 Provide copies of notes<br/> <b>At Risk Students:</b><br/>                 Provide copies of presentations and notes<br/>                 Extended time on assignments<br/> <b>Gifted and Talented:</b><br/>                 Vary level of reading and primary source documents and debate</p> |  |
|--|--|---|--|--|--|

| Time Frame: | Content/Topic   | NJSLs   | Observable Proficiencies/Skills  | Performance Benchmarks/Suggested Assessments/Activities   | Suggested Material   |
|-------------|---|---|--|---|--|
| 4 weeks     | <p><b><u>First Age of Global Encounters:</u></b><br/> <u>Unit Essential Questions:</u><br/>                     1) To what extent was the Renaissance truly a rebirth?<br/>                     2) Would the Reformation have been as successful had the printing press not been invented?<br/>                     3) Were the effects of humanism positive or negative?<br/>                     4) How are the values of the Renaissance and Reformation still around today?</p> <p>5) Did non-Western cultures experience a renaissance as well, particularly Turkey, China, Japan, Iran, Songhai, Mexico and Peru?<br/>                     6) How did the European Renaissance affect other parts of the world?<br/>                     7) Can the Renaissance be considered the first modern era?</p> | <p><b>NJSLs Social Studies</b><br/>                     6.2.12.HistoryCC.2.a<br/>                     6.2.12.HistoryCC.2.b<br/>                     6.2.12.HistoryCC.2.c<br/>                     6.2.12.HistoryCC.1.d<br/>                     6.2.12.HistoryUP.2.a<br/>                     6.2.12.HistoryCC.1.e<br/>                     6.2.12.CivicsPR.2.a<br/>                     6.2.12.GeoGE.1.b:<br/>                     6.2.12.GeoGE.1.c:<br/>                     6.2.12.GeoGE.1.d:<br/>                     6.2.12.HistoryCC.1.f<br/>                     6.2.12.HistoryCC.1.g</p> <p><b>CR,LL,KS:</b><br/>                     9.4.2.IML.1<br/>                     9.4.2.TL.6<br/>                     9.4.2.TL.7<br/>                     9.4.2.CT.1<br/>                     9.4.2.CT.2<br/>                     9.4.2.CT.3<br/>                     9.4.2.TL.2</p> <p><b>ELA Companion</b><br/>                     WHST.9-10.7,<br/>                     WHST.9-10.8,<br/>                     WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b><br/>                     Art - Students are viewing, studying, comparing, contrasting, and evaluating different types of art.<br/>                     Science - Students are studying historic scientific discoveries</p> | <p>Determine the factors that led to the Renaissance and the impact on the arts and politics.</p> <p>Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>Analyze the political, cultural, and moral role and legacy of Catholic and Protestant Christianity in Europe and its colonies.<br/>                     Compare and contrast the motivations and methods of various empires (Ming, Japanese, Spanish, Mughal, Ottoman) and assess why some succeeded and others failed.</p> | <p>Exploration Project/Presentation F</p> <p>Skit Illustrating a Cultural Interaction F</p> <p>Create a piece of Renaissance art F</p> <p>Reformation Travel Log F</p> <p>Role Play of Significant Renaissance Character F</p> <p>Pick a modern day “Renaissance Man” and write a short research paper on this individual F</p> <p>Gallery walk of Renaissance art F</p> <p>Tour of the Sistine Chapel: <a href="http://www.vatican.va/various/cappelle/sistina_vr/">http://www.vatican.va/various/cappelle/sistina_vr/</a></p> <p>Compare/Contrast between two of the following: Lutheranism, Roman Catholicism, and another Protestant sect (Calvinism, Presbyterian, Anabaptists) S</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b><br/> <b>Special Ed/504:</b><br/>                     Guided questions and note taking</p> | <p>Italian Renaissance Art including <i>The Last Supper, The School of Athens, The Birth of Venus, The Lamentation of Christ</i></p> <p>Northern Renaissance Art including <i>Landscape with the Fall of Icarus, The Ghent Altarpiece, The Arnolfini Wedding</i></p> <p>Map of Europe during the Renaissance</p> <p>Renaissance Architecture: Look at Florence (i.e. <i>Brunelleschi’s Dome, The Florence Baptistery</i>)</p> <p>Luther’s 95 Theses</p> <p>Map of the changing religious patterns throughout Europe during the Protestant Reformation</p> <p><a href="#"><u>Maidens and Manuscripts</u></a> - Taking a fresh look at people and events from 1347 to 1625, with a focus on women and illuminated manuscripts.</p> <p><a href="#"><u>Ming China - The Renaissance Outside of Europe</u></a></p> <p><a href="#"><u>Zheng He: Aggressor or Ambassador?</u></a></p> |



|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  |  | <p>and applying those discoveries to today's known scientific facts.</p> <p>Language Arts - Students are writing short essays analyzing Renaissance art.</p> <p>ELA<br/>                     NJLSA.R1<br/>                     NJLSA.R2<br/>                     NJLSA.R6.<br/>                     NJLSA.R7<br/>                     NJLSA.R9<br/>                     NJLSA.R10<br/>                     NJLSA.W1<br/>                     NJLSA.W7<br/>                     NJLSA.W8<br/>                     NJLSA.W9</p> <p>Mathematics<br/>                     MP.2<br/>                     MP.3<br/>                     MP.6</p> <p>Science<br/>                     HS-LS2-6<br/>                     HS-LS2-7<br/>                     HS-ESS3-1</p> <p>Art<br/>                     1.2.12acc.Re7a<br/>                     1.2.12acc.Re8a<br/>                     1.5.12prof.Re7a<br/>                     1.5.12acc.Re7b<br/>                     1.5.12acc.Re8a<br/>                     1.5.12prof.Cn11a</p> |  | <p>Provide student with essential vocabulary</p> <p>Graphic organizers</p> <p>Provide an Outline for writing assessments</p> <p>Re-teaching and review</p> <p><b>Multilingual Learners:</b></p> <p>Provide student with essential vocabulary</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p><b>At Risk Students:</b></p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p><b>Gifted and Talented:</b></p> <p>Vary level of reading and primary source documents and debate</p> | <p><a href="#">Mughal India: The life of Akbar the Great</a></p> <p><a href="#">Japan, 1400–1600 A.D.   Heilbrunn Timeline of Art History</a></p> <p><a href="#">Issues in Social Studies: Unity and Diversity (Annenberg Learner)</a></p> <p><a href="#">Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)</a></p> |
|--|--|--|--|--|---|

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | Technology and 21st<br>Century Themes &<br>Skills<br>9.4.12.IML.2<br>9.4.12.IML.8:<br><br>Computer Science<br>8.1.12.DA.5 |  |  |  |
|--|--|---|--|--|--|

| Time Frame: | Content/Topic  | NJSLS   | Observable Proficiencies/Skills  | Performance Benchmarks/Suggested Assessments/Activities   | Suggested Materials  |
|-------------|--|---|--|---|--|
|             | <p><b><u>First Age of Global Encounters II:</u></b><br/> <b><u>Unit Essential Questions:</u></b><br/>                     1) Did the interactions between the Europeans and non-Europeans produce more harm than good, or good than harm?<br/><br/>                     2) Can we hold the Europeans to a higher moral standard than the Aztecs, Mongols, Zulu or Turks when conquering other groups?<br/><br/>                     3) Did the Age of Global Encounters lead to more blending or extinction of cultures and their ideas?</p> | <p>6.2.12.GeoPP.1.a<br/>                     6.2.12.GeoGE.1.b<br/>                     6.2.12.GeoGE.1.c<br/>                     6.2.12.GeoGE.1.d<br/>                     6.2.12.HistoryCC.1.a<br/>                     6.2.12.HistoryCC.1.b<br/>                     6.2.12.HistoryCC.1.c<br/>                     6.2.12.HistoryCC.1.d<br/>                     6.2.12.HistoryCC.1.e<br/>                     6.2.12.HistoryCC.1.f<br/>                     6.2.12.HistoryCC.1.g<br/>                     6.2.12.GeoPP.2.a</p> <p><b>CR,LL,KS:</b><br/>                     9.2.12.CAP.13<br/>                     9.4.2.CT.1<br/>                     9.4.2.CT.2<br/>                     9.4.2.CT.3<br/>                     9.4.2.IML.1<br/>                     9.4.2.TL.2</p> <p><b>ELA Companion:</b><br/>                     RH.9-10.1, RH.9-10.3, RH.9-10.4, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b><br/>                     Math - Students are studying charts, graphs, economic growth and income</p> | <p>Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.</p> <p>Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> | <p><i>Spain and the New World</i><br/>                     Sasinschools Website<br/>                     QL#883</p> <p>Create a map that charts the transfer of items/ideas/diseases from Old to New World and New to Old World F</p> <p>Write an analysis of one item exchanged in the Columbian Exchange and how it impacted either the New or Old World (i.e. slaves, Christianity, the potato, smallpox, the horse) F</p> <p>Select a European country and trace their path of domination to an area in the Pacific. F</p> <p>Read primary accounts of the Middle Passage F</p> <p><b>Differentiation for Diverse Learners /Accommodations</b><br/> <b>Special Ed/504:</b><br/>                     Social Stratification Charts<br/>                     Maps with drawn trade routes and labeled continents</p> | <p>Map of European explorer’s routes</p> <p>Map of Triangle Slave Trade</p> <p>Image of Middle Passage Slave Ship</p> <p>Charts that show the demographic changes in South America. Including conversions to Christianity, mortality rates of native population, the changing ethnic groups (mestizos, peninsulares etc.)</p> <p>Atlantic Slave Trade Chart (carriers and destinations): <a href="http://www.fordham.edu/hall/mod/sl-trade.gif">http://www.fordham.edu/hall/mod/sl-trade.gif</a></p> <p>The 1619 Project podcast</p> <p><a href="#">Excerpts from the Pangye surok: Yu Hyôngwôn on Abolishing Slavery</a></p> <p><a href="#">Document includes the lens of the Aztecs responding to Cortez</a></p> <p><a href="#">Primary source on the trans-Atlantic slave trade: Olaudah Equiano</a></p> <p><a href="#">The Chinese Emperor responds to the King of Britain</a></p> |

|  |  |  |  |   |   |
|--|--|--|--|---|---|
|  |  | <p>of European countries.</p> <p>World Language -<br/>Students are learning new Spanish, French and Portuguese vocabulary.</p> <p>Language Arts -<br/>Students write essays on European explorers and read and analyze primary sources.</p> <p>ELA<br/>NJLSA.R1<br/>NJLSA.R2<br/>NJLSA.R6.<br/>NJLSA.R7<br/>NJLSA.R9<br/>NJLSA.R10<br/>NJLSA.W1<br/>NJLSA.W7<br/>NJLSA.W8<br/>NJLSA.W9</p> <p>Mathematics<br/>MP.2<br/>MP.3<br/>MP.6</p> <p>Science<br/>HS-LS2-6<br/>HS-LS2-7<br/>HS-ESS3-1</p> <p>Art<br/>1.2.12acc.Re7a<br/>1.2.12acc.Re8a</p> |  | <p>Provide student with essential vocabulary</p> <p>Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b><br/>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p><b>At Risk Students:</b><br/>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> | <p>Bartolome de Las Casas, <i>Excerpt from Brief Account of the Devastation of the Indies.</i> (1542)</p> <p><a href="#">Aztec Accounts of the Meeting of Montezuma and Cortes's Troops</a></p> <p><a href="#">China and Silver</a></p> <p><a href="#">Qing response to the introduction of Christianity into China</a> (Written by Confucian scholar)</p> <p><a href="#">Issues in Social Studies: Unity and Diversity</a> (Annenberg Learner)</p> <p><a href="#">Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations</a> (National Council for the Social Studies)</p> <p><a href="#">Teaching Black History Year-Round Requires Rigorous Sight</a> (Edutopia)</p> |
|--|--|--|--|---|---|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | 1.5.12prof.Re7a<br>1.5.12acc.Re7b<br>1.5.12acc.Re8a<br>1.5.12prof.Cn11a<br><br>Technology and 21st<br>Century Themes &<br>Skills<br>9.4.12.IML.2<br>9.4.12.IML.8:<br><br>Computer Science<br>8.1.12.DA.5 |  |  |  |
|--|--|--|--|--|--|

| Time Frame: | Content/Topic   | NJSLs   | Observable Proficiencies/Skills   | Performance Benchmarks/Suggested Assessments/Activities  | Suggested Materials  |
|-------------|---|---|---|--|--|
| 4 weeks     | <p><b><u>Age of Absolutism:</u></b><br/> <b><u>Unit Essential Questions:</u></b><br/>                     1) What makes absolute rule absolute?<br/>                     2) Was the power of the absolute monarchs more or less total than that of 20th century dictators?<br/>                     3) Did the church draw its power from the absolute monarchs, or did the monarchs draw their power from the church?<br/>                     4) Did the nature of war and the rationale behind war change compared to the previous time period?<br/>                     5) How is absolutism reflected by Mughal, Manchu and Tokugawa rule in Asia, Ethiopia under the Solomonids, Russia under the Romanovs, and other areas of the world (Vietnam, Korea, Indonesia)?</p> | <p><b>NJSLs</b><br/> <b>Social Studies</b><br/>                     6.2.12.CivicsPR.2.a<br/>                     6.2.12.CivicsPR.2.b<br/>                     6.2.12.GeoGE.1.a<br/>                     6.2.12.HistoryCC.1.e</p> <p><b>CR,LL,KS:</b><br/>                     9.4.2.CT.1<br/>                     9.4.2.CT.2<br/>                     9.4.2.CT.3<br/>                     9.4.2.IML.1<br/>                     9.4.2.TL.2</p> <p><b>ELA Companion</b><br/>                     WHST.9-10.7, WHST.9-10.8, WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b></p> <p><b>Art:</b> Students will evaluate the architecture of different world absolutist states to convey and denote power within their empire.</p> <p>ELA<br/>                     NJLSA.R1<br/>                     NJLSA.R2<br/>                     NJLSA.R6.<br/>                     NJLSA.R7<br/>                     NJLSA.R9<br/>                     NJLSA.R10<br/>                     NJLSA.W1<br/>                     NJLSA.W7</p> | <p>Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>Determine the reasons and consequences of the rise of centralized nation states in Europe, Asia and Africa (i.e. French absolutism, Tokugawa Shogunate).</p> <p>Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> | <p>Trial of an Absolute Monarch F</p> <p>Make a Case that a Monarch is more Medieval, Renaissance or Enlightenment S</p> <p>Map of the 17<sup>th</sup> Century World F</p> <p>Project on Mercantilism F</p> <p>Poster of Absolute Monarchy F</p> <p><b>Differentiation for Diverse Learners/Accommodations Special Ed/504:</b><br/>                     Excerpts from the Declaration of Independence and Declaration of the Rights of Man and Citizen<br/>                     Maps with drawn battle routes and labeled countries<br/>                     Provide student with essential vocabulary<br/>                     Re-teaching and review<br/>                     Graphic organizers<br/>                     Scaffolding of assignments<br/>                     Guided questions and note taking<br/>                     Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b><br/>                     Use simplified text and summaries of content.</p> | <p>Jean Domat (1625-1696): <i>On Social Order and Absolute Monarchy</i></p> <p><a href="#">The use of architecture to justify/ express power in Ming China: Temple of Heaven</a></p> <p><a href="#">Japan's edict on isolationism</a></p> <p>Mughal Art on religious tolerance: <a href="#">Krishna Holds Up Mount Govardhan to Shelter the Villagers of Braj</a></p> <p><a href="#">Catherine the Great Proposals for a New Law Code 1767</a></p> <p><a href="#">Issues in Social Studies: Unity and Diversity (Annenberg Learner)</a></p> <p><a href="#">Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)</a></p> |

|  |  |   |  |   |  |
|--|--|---|--|---|--|
|  |  | <p>NJSLSA.W8<br/>NJSLSA.W9</p> <p>Mathematics<br/>MP.2<br/>MP.3<br/>MP.6</p> <p>Science<br/>HS-LS2-6<br/>HS-LS2-7<br/>HS-ESS3-1</p> <p>Art<br/>1.2.12acc.Re7a<br/>1.2.12acc.Re8a<br/>1.5.12prof.Re7a<br/>1.5.12acc.Re7b<br/>1.5.12acc.Re8a<br/>1.5.12prof.Cn11a</p> <p>Technology and 21st<br/>Century Themes &amp; Skills<br/>9.4.12.IML.2<br/>9.4.12.IML.8:</p> <p>Computer Science<br/>8.1.12.DA.5</p> |  | <p>Use art visuals for students to respond to instead of text.<br/>Provide copies of notes<br/><b>At Risk Students:</b><br/>Provide copies of presentations and notes<br/>Extended time on assignments<br/>Small Primary Source<br/>Excerpts of Hobbes and Locke given ahead of time<br/><b>Gifted and Talented:</b><br/>Full Primary Source<br/>Analysis of Hobbes, Locke, and Rousseau, Montesquieu, Voltaire, Kant, and Descartes<br/>Enlightenment Philosophy and Revolution debate<br/>Primary Source Analysis of the Declaration of the Rights of Man and Citizen</p> |  |
|--|--|---|--|---|--|

| Time Frame: | Content/Topic   | NJSLs  | Observable Proficiencies/Skills  | Performance Benchmarks/Suggested Assessments/Activities  | Suggested Materials  |
|-------------|---|--|--|--|--|
| 2 weeks     | <p><b><u>The Enlightenment:</u></b><br/> <b><u>Unit Essential Questions:</u></b><br/>                     1) Were Enlightenment ideas based on evidence, or were they simply the ideas of the writers?<br/>                     2) How did the writers of the Enlightenment affect the American constitution?<br/>                     3) How do the scientific innovations of the scientific revolution alter world views?<br/>                     4) Is it possible for a monarch to be absolute and enlightened at the same time?<br/>                     5) Why does a rift develop between science and religion, and does it still exist today? Which side dominates today?<br/>                     6) Is the American constitution a throw-back to the Medieval ideal of separating church and state, or is it a more modern idea?<br/>                     7) Are humans naturally good or evil (Locke vs. Hobbes)?</p> | <p>6.2.12.CivicsPR.2.a<br/>                     6.2.12.CivicsPR.2.b<br/>                     6.2.12.EconGE.2.a<br/>                     6.2.12.GeoPP.2.a:<br/>                     6.2.12.EconGE.2.a:<br/>                     6.2.12.HistoryCC.2.a<br/>                     6.2.12.HistoryCC.2.b<br/>                     6.2.12.HistoryC.2.c<br/>                     6.2.12.HistoryUP.2.a:</p> <p><b>CR,LL,KS:</b><br/>                     9.4.2.IML.1<br/>                     9.4.2.CT.1<br/>                     9.4.2.CT.2<br/>                     9.4.2.CT.3<br/>                     9.4.2.TL.2</p> <p><b>ELA Companion</b><br/>                     WHST.9-10.7, WHST.9-10.8, WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b><br/> <b>Language Arts - Students are writing short essays analyzing Enlightenment philosophies</b></p> | <p>Determine how the principles of the Enlightenment – rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education – altered political thought in Europe, and trace the impact of these ideas over time throughout the world.</p> | <p>Science experiment F<br/>                     Salon Simulation F<br/>                     Make an Invention F<br/>                     Debate on Human Nature (naturally good or evil?) S<br/>                     Is My Enlightenment Thinker Better than Yours? (debate, role play) S<br/>                     How is the <i>Declaration of Independence</i> an Enlightenment document? S<br/> <i>Enlightened Monarchs</i> Sasinschools Website QL#188<br/> <i>Enlightenment Philosophers</i> Sasinschools Website QL #885<br/>                     Trial of Galileo Galilei S<br/>                     Analyze the writings of one major Enlightenment thinker F</p> | <p>John Locke <i>Two Treatises on Government</i><br/>                     Jean Jacque Rousseau <i>The Social Contract</i><br/> <i>The Declaration of Independence</i><br/> <a href="#">Akbar the Great and the precedent set by India to be religiously tolerant:</a><br/> <a href="#">Queen Elizabeth and Akbar</a><br/> <a href="#">Mary Wollestonecraft excerpts <i>Vindication of the Rights of Men</i></a><br/> <a href="#">A non-European Enlightenment thinker: Zara Yaquob of Ethiopia (includes excerpts from his own works)</a><br/>                     Deaf German composer Ludwig van Beethoven<br/> <a href="#">Issues in Social Studies: Unity and Diversity (Annenberg Learner)</a><br/> <a href="#">Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)</a></p> |



| Time Frame: | Content/Topic   | NJSLs   | Observable Proficiencies/Skills   | Performance Benchmarks/Suggested Assessments   | Suggested Materials  |
|-------------|---|---|---|--|--|
| 2 weeks     | <p><b><u>The French Revolution:</u></b><br/> <b><u>Unit Essential Questions:</u></b><br/>                     1) How do religious, musical, literary, and artistic trends in the French Revolution differ from those of the previous era?<br/>                     2) Why did the French Revolution become the classic model for later revolutions?<br/>                     3) Was the outcome of the French Revolution truly revolutionary? (Does the fact that Napoleon becomes an emperor negate the revolutionary ideas?)<br/>                     4) Was Robespierre the first modern dictator, and were his ideals admirable or evil?<br/>                     5) How do exchanges of ideas (such as salons, online communities) impact politics and society?<br/>                     6) How did the French Revolution and Napoleonic Era impact the rest of Europe? Did they help or hinder the spread of enlightenment ideas?<br/>                     7) Was the French Revolution worth the cost?</p> | <p><b>NJSLs Social Studies</b><br/>                     6.2.12.CivicsPR.2.b<br/>                     6.2.12.CivicsPI.3.a<br/>                     6.2.12.CivicsPD.3.a<br/>                     6.2.12.CivicsDP.3.a<br/>                     6.2.12.CivicsDP.3.b<br/>                     6.2.12.CivicsPI.3.a:<br/>                     6.2.12.HistoryCC.3.a<br/>                     6.2.12.GeoGI.3.a:<br/>                     6.2.12.EconGI.3.a:<br/>                     6.2.12.EconGI.3.b:<br/> <b>CR,LL,KS:</b><br/>                     9.4.2.CI.1<br/>                     9.4.2.IML.1<br/>                     9.4.2.TL.2</p> <p><b>ELA Companion</b><br/>                     RH.9-10.1, RH.9-10.2, RH.9-10.5, WHST.9-10.7, WHST.9-10.8 WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b><br/> <b>Language Arts</b> - Students are reading primary sources and writing the Reign of Terror essay<br/> <b>Science</b> - Students are understanding new inventions and techniques of industrialization<br/> <b>Math</b> - Students are reading maps to understand distance</p> | <p>Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.</p> <p>Analyze the causes, motivations, and consequences of dictatorial rule</p> <p>Assess the short and long-term social, economic consequences of the violence and destruction of the French Revolution.</p> <p>Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> | <p>Make a Revolutionary Bulletin (from a particular Estate) F</p> <p>Graphic Novel of the French Revolution S</p> <p>Create Resume of Famous Character (i.e. Napoleon) S</p> <p>Skit Illustrating the Republic of Virtue S</p> <p>RAFT activity for the various individuals involved in the French Revolution (peasants, women, clergy, monarch etc.) S</p> <p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b><br/>                     Excerpts from the Declaration of Independence and Declaration of the Rights of Man and Citizen<br/>                     Maps with drawn battle routes and labeled countries<br/>                     Provide student with essential vocabulary<br/>                     Re-teaching and review<br/>                     Graphic organizers</p> | <p><i>The French Revolution</i> History Channel DVD</p> <p><i>The Declaration of the Rights of Man</i></p> <p>Political Cartoon of French Revolution Three Estates</p> <p>Maximilien Robespierre: <i>Justification of the Use of Terror</i> Speech</p> <p><a href="#">Olympe De Gouges excerpts</a></p> <p><i>What is the Third Estate</i> by Abbe Sieyes:<br/> <a href="http://www.fordham.edu/hall/mod/sieyes.asp">http://www.fordham.edu/hall/mod/sieyes.asp</a></p> <p><a href="#">Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events</a> (National Council for the Social Studies)</p> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <p>and space between countries</p> <p>ELA<br/>                     NJSLSA.R1<br/>                     NJSLSA.R2<br/>                     NJSLSA.R6.<br/>                     NJSLSA.R7<br/>                     NJSLSA.R9<br/>                     NJSLSA.R10<br/>                     NJSLSA.W1<br/>                     NJSLSA.W7<br/>                     NJSLSA.W8<br/>                     NJSLSA.W9</p> <p>Mathematics<br/>                     MP.2<br/>                     MP.3<br/>                     MP.6</p> <p>Science<br/>                     HS-LS2-6<br/>                     HS-LS2-7<br/>                     HS-ESS3-1</p> <p>Art<br/>                     1.2.12acc.Re7a<br/>                     1.2.12acc.Re8a<br/>                     1.5.12prof.Re7a<br/>                     1.5.12acc.Re7b<br/>                     1.5.12acc.Re8a<br/>                     1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes &amp; Skills<br/>                     9.4.12.IML.2<br/>                     9.4.12.IML.8:</p> |  | <p>Scaffolding of assignments<br/>                     Guided questions and note taking<br/>                     Provide an Outline for writing assessments<br/> <b>Multilingual Learners:</b><br/>                     Use simplified text and summaries of content.<br/>                     Use art visuals for students to respond to instead of text.<br/>                     Provide copies of notes<br/> <b>At Risk Students:</b><br/>                     Provide copies of presentations and notes<br/>                     Extended time on assignments<br/>                     Small Primary Source Excerpts of Hobbes and Locke given ahead of time<br/> <b>Gifted and Talented:</b><br/>                     Full Primary Source Analysis of Hobbes, Locke, and Rousseau, Montesquieu, Voltaire, Kant, and Descartes<br/>                     Enlightenment Philosophy and Revolution debate<br/>                     Primary Source Analysis of the Declaration of the Rights of Man and Citizen</p> |  |
|--|--|--|--|--|--|

|  |  |                                 |  |  |  |
|--|--|---------------------------------|--|--|--|
|  |  | Computer Science<br>8.1.12.DA.5 |  |  |  |
|--|--|---------------------------------|--|--|--|

| Time Frame | Content/Topic   | NJSLs   | Observable Proficiencies/Skills  | Performance Benchmarks/Suggested Assessments/Activities   | Suggested Materials   |
|------------|---|---|--|---|---|
|            | <p><b><u>The 19<sup>th</sup> Century: Attempting a New World Order</u></b><br/>                     Part I: World-Wide Revolutions.<br/> <u>Unit Essential Questions:</u><br/>                     1) Did the French revolution set the stage for the revolutions of the 19<sup>th</sup> and early 20<sup>th</sup> centuries?<br/>                     2) Did the French Revolution cause a reactionary response to enlightenment ideas during the 19<sup>th</sup> century?<br/>                     3) Did the revolutions of the 19<sup>th</sup> century succeed or fail?<br/>                     4) Are there special preconditions that must exist, as Karl Marx believed, before a revolution occurs?<br/>                     5) Has the age of revolutions ended?<br/>                     6) How did ideas of Enlightenment impact revolutions in The Americas (New Spain)</p> | <p><b>NJSLs Social Studies</b><br/>                     6.2.12.CivicsDP.3.a<br/>                     6.2.12.CivicsDP.3b<br/>                     6.2.12.HistoryCC.3.a<br/>                     6.2.12.EconGI.3.c:<br/>                     6.2.12.EconET.3.a:<br/>                     6.2.12.EconET.3.b:<br/>                     6.2.12.HistoryCC.3.b<br/>                     6.2.12.HistoryUP.3.a:<br/>                     6.2.12.HistoryCC.3.c:<br/> <br/> <b>CR,LL,KS:</b><br/>                     9.4.2.IML.1<br/>                     9.4.2.CT.1<br/>                     9.4.2.CT.2<br/>                     9.4.2.CT.3<br/>                     9.4.2.TL.2<br/> <br/> <b>ELA Companion</b><br/>                     RH.9-10.1, RH.9-10.2, RH.9-10.5, WHST.9-10.7, WHST.9-10.8 WHST.9-10.9<br/> <br/> <b>Interdisciplinary Connections</b><br/>                     Language Arts - Students are reading primary sources and writing the Reign of Terror essay</p> | <p>Relate the role of geography to the spread of independence movements in Latin America.<br/> <br/>                     Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> | <p>Debate the Impact of the French Revolution S<br/> <br/>                     Revolutions Per Minute Project S<br/> <br/>                     Simulation of the Congress of Vienna S<br/> <br/>                     Compare and Contrast Atlantic Revolutions (Haitian, American, French) S<br/> <br/> <b>Diverse Learners/ Accommodations Special Ed/504:</b><br/>                     Guided questions and note taking<br/>                     Provide student with essential vocabulary<br/>                     Graphic organizers<br/>                     Provide an Outline for writing assessments<br/>                     Re-teaching and review<br/>                     Provide student with essential vocabulary<br/>                     Graphic organizers<br/>                     Scaffolding of assignments<br/>                     Guided questions and note taking<br/>                     Provide an Outline for writing assessments</p> | <p>Excerpts from <i>The Communist Manifesto</i><br/> <br/>                     Excerpts from Haitian Declaration of Independence<br/> <br/>                     Map of Latin American revolutions<br/> <br/> <a href="#">Simon Bolivar speech</a><br/> <br/> <a href="#">Father Hidalgo: Grito De Dolores</a><br/> <br/> <a href="#">Juan Pablo Viscardo's Letter to the Spanish Americans (1799)</a><br/> <br/> <a href="#">Rosa May Billinghamurst disabled suffragette</a><br/> <br/> <a href="#">Issues in Social Studies: Unity and Diversity (Annenberg Learner)</a><br/> <br/> <a href="#">Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)</a><br/> <br/> <a href="#">Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and</a></p> |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  |  | <p>Math - Students are reading maps to understand distance and space between countries</p> <p>ELA<br/>                     NJSLSA.R1<br/>                     NJSLSA.R2<br/>                     NJSLSA.R6.<br/>                     NJSLSA.R7<br/>                     NJSLSA.R9<br/>                     NJSLSA.R10<br/>                     NJSLSA.W1<br/>                     NJSLSA.W7<br/>                     NJSLSA.W8<br/>                     NJSLSA.W9</p> <p>Mathematics<br/>                     MP.2<br/>                     MP.3<br/>                     MP.6</p> <p>Science<br/>                     HS-LS2-6<br/>                     HS-LS2-7<br/>                     HS-ESS3-1</p> <p>Art<br/>                     1.2.12acc.Re7a<br/>                     1.2.12acc.Re8a<br/>                     1.5.12prof.Re7a<br/>                     1.5.12acc.Re7b<br/>                     1.5.12acc.Re8a<br/>                     1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes &amp; Skills<br/>                     9.4.12.IML.2<br/>                     9.4.12.IML.8:</p> |  | <p><b>Multilingual Learners:</b><br/>                     Use simplified text and summaries of content.<br/>                     Use art visuals for students to respond to instead of text.<br/>                     Provide copies of notes</p> <p><b>At Risk Students:</b><br/>                     Provide copies of presentations and notes<br/>                     Extended time on assignments</p> <p><b>Gifted and Talented:</b><br/>                     Vary level of reading and primary source documents and debate</p> | <p><u>Nations</u> (National Council for the Social Studies)</p> |
|--|--|--|--|--|---|

|  |  |                                 |  |  |  |
|--|--|---------------------------------|--|--|--|
|  |  | Computer Science<br>8.1.12.DA.5 |  |  |  |
|--|--|---------------------------------|--|--|--|

| Time Frame: | Content/Topic  | NJSLS  | Observable Proficiencies/Skills   | Performance Benchmarks/Suggested Assessments/Activities  | Suggested Materials   |
|-------------|--|--|---|--|---|
| 2 weeks     | <p><u>The Industrial Revolution.</u><br/> <u>Unit Essential Questions:</u><br/>                     1) Can industrialism happen anywhere in the world, and at any time?<br/>                     2) Are the ideas of the utopians realistic?<br/>                     3) Was England in fact the logical starting point for the Industrial Revolution?<br/>                     4) How do trends of the 19<sup>th</sup> century lead to world war?<br/>                     5) How did industrialization lead to imperialism and what impact did this have around the world (Africa, Asia, Latin America).<br/>                     6) Analyze the role new technology played in the move towards an industrial society.<br/>                     7) How did the Industrial Revolution impact class structure, family structure, and gender relations?</p> | <p><b>NJSLS Social Studies</b><br/>                     6.2.12.CivicsPI.3.a<br/>                     6.2.12.CivicsPD.3.a<br/>                     6.2.12.CivicsDP.3.b<br/>                     6.2.12.EconGI.3.a<br/>                     6.2.12.EconGI.3.b<br/>                     6.2.12.GeoGI.3a<br/>                     6.2.12.EconGI.3c<br/>                     6.2.12.HistoryCC.3.b<br/>                     6.2.12.HistoryCC.3.c</p> <p><b>CR,LL,KS:</b><br/>                     9.4.12.CI.1<br/>                     9.4.12.TL.4<br/>                     9.4.12.CI.1</p> <p><b>ELA Companion</b><br/>                     RH.9-10.1, RH.9-10.2, RH.9-10.5, WHST.9-10.7, WHST.9-10.8 WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b><br/> <b>Science</b> - Students are understanding new inventions and techniques of industrialization</p> | <p>Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p> <p>Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>Relate the Industrial Revolution to population growth, new migration patterns, urbanization, family life, daily life for men, women and children, as well as the environment.</p> <p>Explain how various political and social groups reacted to each other.</p> | <p>Assembly Line F</p> <p>Debate: Does Technology simplify life or complicate it? S</p> <p>Debate: Was life better in Industrial Europe or some time in the past? S</p> <p>Shadow Box of Industrial Exhibit F</p> <p><u>The Urban Game</u></p> <p>F</p> <p>Jigsaw activity explaining impact of different technological innovations during the Industrial Revolution F</p> <p><b>Diverse Learners/ Accommodations</b><br/> <b>Special Ed/504:</b><br/>                     Guided questions and note taking<br/>                     Provide student with essential vocabulary<br/>                     Graphic organizers<br/>                     Provide an Outline for writing assessments<br/>                     Re-teaching and review</p> | <p>Map of Europe and the changing landscape (railroad lines, canals, cities etc).</p> <p><u>Chart of the spread of railways in Europe</u></p> <p><u>Women in coal mines primary sources</u></p> <p><u>Lowell Mills Girls primary source</u></p> <p><u>Map of Industrial England</u></p> <p><u>Factory Gender/Age Demographics</u></p> <p><u>Industrialization in Japan Secondary Source/Meiji Restoration:</u></p> <p><u>Japanese artwork that reflects the Industrial Revolution</u></p> <p><u>The Sadler Committee Report (1832)</u></p> <p><u>Issues in Social Studies: Unity and Diversity (Annenberg Learner)</u></p> <p><u>Supporting Curricular Promotion and Intersectional</u></p> |

|  |  |  |  |   |   |
|--|--|--|--|---|---|
|  |  | <p>ELA<br/>                     NJLSA.R1<br/>                     NJLSA.R2<br/>                     NJLSA.R6.<br/>                     NJLSA.R7<br/>                     NJLSA.R9<br/>                     NJLSA.R10<br/>                     NJLSA.W1<br/>                     NJLSA.W7<br/>                     NJLSA.W8<br/>                     NJLSA.W9</p> <p>Mathematics<br/>                     MP.2<br/>                     MP.3<br/>                     MP.6</p> <p>Science<br/>                     HS-LS2-6<br/>                     HS-LS2-7<br/>                     HS-ESS3-1</p> <p>Art<br/>                     1.2.12acc.Re7a<br/>                     1.2.12acc.Re8a<br/>                     1.5.12prof.Re7a<br/>                     1.5.12acc.Re7b<br/>                     1.5.12acc.Re8a<br/>                     1.5.12prof.Cn1 1a</p> <p>Technology and 21st<br/>                     Century Themes &amp;<br/>                     Skills<br/>                     9.4.12.IML.2<br/>                     9.4.12.IML.8:</p> |  | <p>Provide student with essential vocabulary<br/>                     Graphic organizers<br/>                     Scaffolding of assignments<br/>                     Guided questions and note taking<br/>                     Provide an Outline for writing assessments<br/> <b>Multilingual Learners:</b><br/>                     Use simplified text and summaries of content.<br/>                     Use art visuals for students to respond to instead of text.<br/>                     Provide copies of notes<br/> <b>At Risk Students:</b><br/>                     Provide copies of presentations and notes<br/>                     Extended time on assignments<br/> <b>Gifted and Talented:</b><br/>                     Vary level of reading and primary source documents and debate</p> | <p><u>Valuing of Women in History and Current Events</u><br/>                     (National Council for the Social Studies)</p> |
|--|--|--|--|---|---|

|  |  |                                 |  |  |  |
|--|--|---------------------------------|--|--|--|
|  |  | Computer Science<br>8.1.12.DA.5 |  |  |  |
|--|--|---------------------------------|--|--|--|

| Time Frame: | Content/Topic  | NJSLS  | Observable Proficiencies/Skills   | Performance Benchmarks/Suggested Assessments/Activities   | Suggested Materials   |
|-------------|--|--|---|---|---|
| 2 weeks     | <p><u>Part III. Imperialism:</u><br/><u>Unit Essential Questions:</u></p> <p>1) Could the ideas of one group of people be better than others?<br/>2) Did imperialism unite the world or divide the world?<br/>3) Did the world experience more benefit or suffering from Western imperialism?<br/>3) Do good ideas spread around the world without imperialism?<br/>3) If China or Islam had imperialized the world instead of the West, how would the world be different?<br/>4) How do industrialism, imperialism, secularism and political revolution connect to each other: i.e. What effect did industrialism have on secularism, or secular Darwinism on imperialism, etc?</p> | <p><b>NJSLS Social Studies</b></p> <p>6.2.12.EconET.3.a<br/>6.2.12.HistoryCC.3.a<br/>6.2.12.HistoryCC.3.c<br/>6.2.12.HistoryUP.3.a</p> <p><b>CR,LL,KS:</b><br/>9.4.12.CI.1<br/>9.4.12.TL.4<br/>9.4.12.CI.1</p> <p><b>ELA Companion</b><br/>RH.9-10.1, RH.9-10.2, RH.9-10.5, WHST.9-10.7, WHST.9-10.8 WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b></p> <p><b>Language Arts -</b><br/>Students are reading primary sources about the Scramble for Africa.<br/><b>Art -</b> students evaluate political cartoons and illustrations</p> | <p>Analyze the extent to which racism and other 19<sup>th</sup> century philosophies (Social Darwinism) were both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialism.</p> <p>Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p> <p>Assess the impact of imperialism by comparing and contrasting the political</p> | <p>Debate on Pros and Cons of Imperialism S</p> <p>Project/Presentation on Pros and Cons of Imperialism S</p> <p>Project on World if Asia or Africa had imperialized S</p> <p>Berlin Conference Simulation S</p> <p>Write an essay comparing the positive and negative impact of imperialism on India S</p> <p>Imperialism Dinner Party Sasinschools website QL#390</p> <p><b>Differentiation for Diverse Learners/Accommodations</b></p> <p><b>Special Ed/504:</b><br/>Provide student with essential vocabulary<br/>Re-teaching and review<br/>Graphic organizers<br/>Scaffolding of assignments<br/>Guided questions and note taking</p> | <p>Map of spheres of influence in China</p> <p><u>Political cartoons of spheres of influence</u></p> <p>Map of Africa pre colonization (charting all regional native territories)</p> <p>Rudyard Kipling’s <i>White Man’s Burden</i> and response: <u><i>The Black Man’s Burden</i></u><br/><u><i>The Poor Man’s Burden</i></u></p> <p>Sepoy Rebellion primary account:<br/><a href="http://www.fordham.edu/hal/sall/mod/1857Greathead.asp">http://www.fordham.edu/hal/sall/mod/1857Greathead.asp</a></p> <p><u><i>Yaa Asantewa, Ashanti queen mother, speech to chiefs, West Africa, 1900</i></u></p> <p><u>Issues in Social Studies: Unity and Diversity</u><br/>(Annenberg Learner)</p> <p><u>Teaching Black History Year-Round Requires Rigorous Sight</u> (Edutopia)</p> <p><u><i>The Battle of Adwa from the Italian-Ethiopian War as depicted by an Ethiopian artist</i></u></p> |

|  |  |   |  |   |  |
|--|--|---|--|---|--|
|  |  | <p>demonstrating imperialism.</p> <p>ELA<br/>                     NJLSA.R1<br/>                     NJLSA.R2<br/>                     NJLSA.R6.<br/>                     NJLSA.R7<br/>                     NJLSA.R9<br/>                     NJLSA.R10<br/>                     NJLSA.W1<br/>                     NJLSA.W7<br/>                     NJLSA.W8<br/>                     NJLSA.W9</p> <p>Mathematics<br/>                     MP.2<br/>                     MP.3<br/>                     MP.6</p> <p>Science<br/>                     HS-LS2-6<br/>                     HS-LS2-7<br/>                     HS-ESS3-1</p> <p>Art<br/>                     1.2.12acc.Re7a<br/>                     1.2.12acc.Re8a<br/>                     1.5.12prof.Re7a<br/>                     1.5.12acc.Re7b<br/>                     1.5.12acc.Re8a<br/>                     1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes &amp; Skills<br/>                     9.4.12.IML.2<br/>                     9.4.12.IML.8:</p> | <p>boundaries of the world in 1815 and 1914.</p> | <p>Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b><br/>                     Use simplified text and summaries of content.<br/>                     Use art visuals for students to respond to instead of text.<br/>                     Provide copies of notes</p> <p><b>At Risk Students:</b><br/>                     Provide copies of presentations and notes<br/>                     Extended time on assignments</p> <p><b>Gifted and Talented:</b><br/>                     Scramble for Africa Risk Game<br/>                     Imperialism Project Presentations</p> |  |
|--|--|---|--|---|--|



|  |  |                                 |  |  |  |
|--|--|---------------------------------|--|--|--|
|  |  | Computer Science<br>8.1.12.DA.5 |  |  |  |
|--|--|---------------------------------|--|--|--|

| Time Frame: | Content/Topic  | NJSLS  | Observable Proficiencies/Skills   | Performance Benchmarks/Suggested Assessments/Activities   | Suggested Materials   |
|-------------|--|--|---|---|---|
| 2 weeks     | <p><u>Political &amp; Social Philosophy:</u><br/><u>Unit Essential Questions:</u><br/>1) Why did the philosophers of the 19<sup>th</sup> century turn to secularism/atheism as an underlying assumption?<br/>2) Were the effects of secularism positive or negative?<br/>3) How do the secular philosophies of the 19<sup>th</sup> century still affect us today?<br/>4) How did the philosophies of the 19<sup>th</sup> century affect Western views of other people groups (i.e. imperialism)<br/>5) How do trends, philosophies and events of the 19<sup>th</sup> century lead eventually to world war?<br/>6) What is appealing or unappealing about Communism, Capitalism, Socialism, Utilitarianism, etc.?</p> | <p><b>NJSLS Social Studies</b></p> <p>6.2.12.CivicsPI.4.a<br/>6.2.12.EconET.3.b<br/>6.2.12.CivicsPI.4.a</p> <p><b>CR,LL,KS:</b><br/>9.4.2.IML.1<br/>9.4.2.CT.1<br/>9.4.2.CT.2<br/>9.4.2.CT.3<br/>9.4.2.TL.2</p> <p><b>ELA Companion</b><br/>RH.9-10.1, RH.9-10.2, RH.9-10.5, WHST.9-10.7, WHST.9-10.8 WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b><br/><b>Language Arts:</b><br/>Students will read and write about primary sources</p> <p><b>Economics:</b><br/>Students will study the economic</p> | <p>Compare the characteristics of capitalism, communism, nationalism and socialism to determine why each system emerged in different world regions.</p> | <p>Letter to the Editor: how to solve industrial ills as Marx, Bentham, Smith, etc. S</p> <p>Research Paper S</p> <p>Debate on the Isms S</p> <p>Graphic Organizer of trends leading to War F</p> <p><b>Diverse Learners/ Accommodations</b><br/><b>Special Ed/504:</b><br/>Guided questions and note taking<br/>Provide student with essential vocabulary<br/>Graphic organizers<br/>Provide an Outline for writing assessments<br/>Re-teaching and review</p> <p><b>Multilingual Learners:</b><br/>Provide student with essential vocabulary<br/>Graphic organizers<br/>Scaffolding of assignments<br/>Guided questions and note taking</p> | <p>Excerpts from <i>Wealth of Nations</i></p> <p>Map of 19<sup>th</sup> century nationalist movement</p> <p><u><i>General Causes of Anti-Semitism</i></u></p> <p><u>Harriet Taylor Mill's essay, "The Enfranchisement of Women"</u></p> <p><u>Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events</u> (National Council for the Social Studies)</p> |

|  |  |   |  |   |  |
|--|--|---|--|---|--|
|  |  | <p>differences between communism, socialism, and capitalism.</p> <p>ELA<br/>                     NJLSA.R1<br/>                     NJLSA.R2<br/>                     NJLSA.R6.<br/>                     NJLSA.R7<br/>                     NJLSA.R9<br/>                     NJLSA.R10<br/>                     NJLSA.W1<br/>                     NJLSA.W7<br/>                     NJLSA.W8<br/>                     NJLSA.W9</p> <p>Mathematics<br/>                     MP.2<br/>                     MP.3<br/>                     MP.6</p> <p>Science<br/>                     HS-LS2-6<br/>                     HS-LS2-7<br/>                     HS-ESS3-1</p> <p>Art<br/>                     1.2.12acc.Re7a<br/>                     1.2.12acc.Re8a<br/>                     1.5.12prof.Re7a<br/>                     1.5.12acc.Re7b<br/>                     1.5.12acc.Re8a<br/>                     1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes &amp; Skills</p> |  | <p>Provide an Outline for writing assessments</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p><b>At Risk Students:</b><br/>                     Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p><b>Gifted and Talented:</b><br/>                     Vary level of reading and primary source documents and debate</p> |  |
|--|--|---|--|---|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | 9.4.12.IML.2<br>9.4.12.IML.8:<br><br>Computer Science<br>8.1.12.DA.5 |  |  |  |
|--|--|--|--|--|--|

| Time Frame: | Content/Topic   | NJSLS  | Observable Proficiencies/Skills   | Performance Benchmarks/Suggested Assessments/Activities   | Suggested Materials   |
|-------------|---|--|---|---|---|
| 2 weeks     | <p><b><u>The World Wars</u></b><br/> <b><u>Unit Essential Questions:</u></b><br/>                     1) Were the World Wars inevitable?<br/>                     2) Were the goals of the World Wars different from those of previous wars?<br/>                     3) Have world wars occurred throughout history?<br/>                     4) Which nation is most at fault for the start of World War I?<br/>                     5) Was War World I the first modern war or the last war of antiquity?<br/>                     6) What were the political consequences of the Great Depression that contributed to the start of WWII<br/>                     7) Was Hitler justified in breaking of the Treaty of Versailles?</p> | <p><b>NJSLS Social Studies</b></p> <p>6.2.12.CivicsHR.4.a<br/>                     6.2.12.CivicsPI.4.b<br/>                     6.2.12.GeoSP.4.a<br/>                     6.2.12.GeoSP.4.b<br/>                     6.2.12.GeoGI.4.a<br/>                     6.2.12.EconEM.4.a<br/>                     6.2.12.HistoryCC.4.a<br/>                     6.2.12.HistoryCC.4b<br/>                     6.2.12.HistoryCC.4.c<br/>                     6.2.12.HistoryCC.4d<br/>                     6.2.12.HistoryCC.4.e<br/>                     6.2.12.HistoryCC.4.f<br/>                     6.2.12.HistoryCC.4g<br/>                     6.2.12.HistoryCC.4h<br/>                     6.2.12.HistoryCC.5c<br/>                     6.2.12.HistoryUP.4.a<br/>                     6.2.12.HistoryUP.4.b<br/>                     6.2.12.HistoryCA.4a<br/>                     6.2.12.HistoryCA.4b<br/>                     6.2.12.HistoryCA.4c</p> <p><b>CR,LL,KS:</b><br/>                     9.4.2.IML.1<br/>                     9.4.2.CT.1<br/>                     9.4.2.CT.2</p> | <p>Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p>Explain the rise of fascism and spread of communism in Europe and Asia.</p> <p>Analyze the motivations, causes, consequences and responses to the genocides of Armenians, Roma (gypsies), Jews, Ukrainians and Chinese.</p> <p>Compare and analyze the impact of technological developments during the World Wars (new weaponry, transportation, communications, bombs, etc.).</p> <p>Analyze the Treaty of Versailles and the League of Nations</p> | <p><b>Differentiation for Diverse Learners/ Accommodations</b><br/> <b>Special Ed/504:</b><br/>                     Provide student with essential vocabulary<br/>                     Re-teaching and review<br/>                     Graphic organizers<br/>                     Scaffolding of assignments<br/>                     Guided questions and note taking<br/>                     Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b><br/>                     Use simplified text and summaries of content.<br/>                     Use art visuals for students to respond to instead of text.<br/>                     Provide copies of notes</p> <p><b>At Risk Students:</b><br/>                     Provide copies of presentations and notes<br/>                     Extended time on assignments</p> <p><b>Gifted and Talented:</b><br/>                     Leveled assignments based on content</p> | <p>Zimmerman Telegram<br/>                     political cartoon</p> <p>Scenes from <i>All Quiet on the Western Front</i> to demonstrate trench warfare</p> <p>Excerpts from Treaty of Versailles</p> <p>Excerpts from Iris Chang’s book <i>Rape of Nanjing</i></p> <p><a href="#">Primary Sources on the May 4th Movement in China in response to the Treaty of Versailles</a></p> <p><a href="#">Amritsar Massacre</a></p> <p>Treaty of Versailles Political Cartoons</p> <p><i>Triumph of the Will</i> Selected Scenes</p> <p><a href="#">Map of Armenian Genocide</a></p> <p><a href="#">An Armenian Genocide Survivor's Story (TEDx)</a></p> <p><a href="#">Ataturk’s speech about modern Turkey</a></p> <p><a href="#">Holocaust Archives from U.S. Holocaust Museum:</a></p> |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | <p>9.4.2.CT.3<br/>9.4.2.TL.2</p> <p><b>ELA Companion</b><br/>RH.9-10.1, RH.9-10.2,<br/>RH.9-10.5 , WHST.9-10.7, WHST.9-10.8<br/>WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b><br/><b>Language Arts</b> - Students are reading primary sources and writing the Great War Essay<br/><b>Science</b> - Students are understanding new inventions and techniques of warfare<br/><b>Math</b> - Students are reading maps to understand distance and space between countries</p> <p>ELA<br/>NJLSA.R1<br/>NJLSA.R2<br/>NJLSA.R6.<br/>NJLSA.R7<br/>NJLSA.R9<br/>NJLSA.R10<br/>NJLSA.W1<br/>NJLSA.W7<br/>NJLSA.W8<br/>NJLSA.W9</p> <p>Mathematics<br/>MP.2</p> | <p>from the perspectives of different nations.</p> <p>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.</p> |  | <p><a href="#"><u>Elie Wiesel speech <i>The Perils of Indifference</i></u></a></p> <p><a href="#"><u>Dr. Lemkin defines genocide</u></a></p> <p><a href="#"><u>Holocaust survivor testimonies</u></a></p> <p>LGBTQ+ connections:<br/>Alan Turing<br/>Lile Elbe (transgender)<br/>Magnus Hirschfeld (sexologist/transgender doctor targeted by Nazis)</p> <p>American President Franklin Delano Roosevelt</p> <p><a href="#"><u>Issues in Social Studies: Unity and Diversity (Annenberg Learner)</u></a></p> <p><a href="#"><u>Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)</u></a></p> <p><a href="#"><u>Contextualizing LGBT+ History within the Social Studies Curriculum (National Council for the Social Studies)</u></a></p> <p><a href="#"><u>Incorporating LGBTQIA+ Content in History Lessons (Edutopia)</u></a></p> |
|--|--|--|---|--|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | MP.3<br>MP.6<br><br>Science<br>HS-LS2-6<br>HS-LS2-7<br>HS-ESS3-1<br><br>Art<br>1.2.12acc.Re7a<br>1.2.12acc.Re8a<br>1.5.12prof.Re7a<br>1.5.12acc.Re7b<br>1.5.12acc.Re8a<br>1.5.12prof.Cn11a<br><br>Technology and 21st<br>Century Themes & Skills<br>9.4.12.IML.2<br>9.4.12.IML.8:<br><br>Computer Science<br>8.1.12.DA.5 |  |  |  |
|--|--|--|--|--|--|

| Time Frame: | Content/Topic  | NJSLS  | Observable Proficiencies/Skills  | Performance Benchmarks/Suggested Assessments/Activities  | Suggested Materials   |
|-------------|--|--|--|--|---|
| 6 weeks     | <p><b><u>The Post-War/Cold War/Modern Era:</u></b><br/> <u>Introduction:</u><br/> <b>Unit Essential Questions:</b><br/>                     1) Did religious, musical, literary, and artistic trends after the World Wars differ from those before?<br/>                     2) Were the results of the World Wars positive or negative?</p> | <p><b>NJSLS</b><br/> <b>Social Studies</b><br/>                     6.2.12.CivicsPI.5.a<br/>                     6.2.12.CivicsHR.5.a<br/>                     6.2.12.GeoPP.5.a<br/>                     6.2.12.GeoSV.5.a<br/>                     6.2.12.GeoGI.5.a</p> | <p>Determine the impact of the contrasting national boundaries before and after the wars.</p> <p>Assess the causes of revolution in the 20th century (i.e., in Russia, China, India,</p> | <p>Project on a Region of the Modern World S</p> <p>Current Events from Around the World F</p> <p>Create a map of NATO and Warsaw Pact F</p> | <p><a href="#">Voices of Hibakusha: survivors of the atomic bomb in Japan</a></p> <p>Iron Curtain Speech</p> <p><a href="#">The West vs. Communist perspectives on the Korean War</a></p> |

|  |  |   |  |   |  |
|--|--|---|--|---|--|
|  | <p>3) Are the World Wars still affecting our lives today?<br/>                 4) Did the Cold War superpowers keep the world in check or cause upheaval?<br/>                 5) Did the World Wars play a role in the development of new nations in Asia, the Middle East and Africa?</p> <p><u>The Middle East:</u><br/> <u>Unit Essential Questions:</u><br/>                 1) Can there be a peaceful resolution to the Arab-Israeli conflict?<br/>                 2) Is the conflict in the Middle East connected to the traditional story of Abraham?<br/>                 3) Is democracy compatible with Islam and/or Middle Eastern culture and traditions?</p> <p><u>Asia:</u><br/> <u>Unit Essential Questions:</u><br/>                 1) Are the Indian and Chinese independence movements a reaction to the West, or a reflection of the West?<br/>                 2) Are Russian and Chinese communism more similar or different?<br/>                 3) Should Japan possess a full-scale military?</p> <p><u>Europe:</u><br/> <u>Unit Essential Questions:</u><br/>                 1) Did the break-up of the Soviet Union produce positive or negative results?<br/>                 2) Is the European Union a good or bad idea?<br/>                 3) Is immigration into Europe creating diversity or causing unrest?</p> | <p>6.2.12.EconET.5.a<br/>                 6.2.12.EconET.5.b<br/>                 6.2.12.EconGE.5.a<br/>                 6.2.12.HistoryCC.5a<br/>                 6.2.12.HistoryCC.5b<br/>                 6.2.12.HistoryCC.5c<br/>                 6.2.12.HistoryCC.5d<br/>                 6.2.12.HistoryCC.5e<br/>                 6.2.12.HistoryCC.5f<br/>                 6.2.12.HistoryCC.5g<br/>                 6.2.12.HistoryCC.5h<br/>                 6.2.12.CivicsPI.6.a<br/>                 6.2.12.CivicsHR.6.a<br/>                 6.2.12.CivicsHR.6.b<br/>                 6.2.12.GeoPP.6.a<br/>                 6.2.12.EconGE.6.a<br/>                 6.2.12.EconGE.6.b<br/>                 6.2.12.EconGE.6.c<br/>                 6.2.12.HistoryCC.6a<br/>                 6.3.12.CivicsPD.1<br/>                 6.3.12.HistoryCA.2:<br/>                 6.3.12.GeoGI.1:</p> <p><b>CR,LL,KS:</b><br/>                 9.4.2.IML.1<br/>                 9.4.2.CT.1<br/>                 9.4.2.CT.2<br/>                 9.4.2.CT.3<br/>                 9.4.2.TL.2</p> | <p>and Cuba), and determine the impact on global politics.</p> <p>Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts.</p> <p>Determine how migration from one country to another (i.e. India to Pakistan, Russian Jews to Israel) has impacted both the original countries and the countries of destination.</p> <p>Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p> <p>Evaluate the role of the petroleum industry and growing technology on world politics, the global economy, and the environment.</p> <p>Analyze how feminist movements</p> | <p>Simulation of a UN Conference S<br/>                 Speech to the Third World S<br/>                 Create a jigsaw google doc presentation comparing the impact of imperialism on various Asian and African countries S<br/>                 Compare and Contrast causes and effects of Iranian Revolution and French Revolution S</p> <p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b><br/>                 Guided questions and note taking<br/>                 Provide student with essential vocabulary<br/>                 Graphic organizers<br/>                 Provide an Outline for writing assessments<br/>                 Re-teaching and review<br/>                 Provide student with essential vocabulary<br/>                 Graphic organizers<br/>                 Scaffolding of assignments<br/>                 Guided questions and note taking<br/>                 Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b><br/>                 Use simplified text and summaries of content.</p> | <p>Map of Decolonization<br/>                 Excerpts from <i>Gandhi</i> (movie) (including Amritsar Massacre, Salt March Scene, and Partition Scene)<br/>                 Documentary: <i>Promises</i> about Arab-Israeli conflict<br/>                 Map of the Partition of the Ottoman Empire<br/>                 Ho Chi Minh Speech on Independence Movement<br/>                 Iranian Revolution 1979 Fall of the Shah BBC documentary<br/> <a href="#">Rwandan Genocide testimonies</a><br/> <a href="#">Apartheid primary source</a><br/> <a href="#">Issues in Social Studies: Unity and Diversity</a> (Annenberg Learner)<br/> <a href="#">Teaching Black History Year-Round Requires Rigorous Sight</a> (Edutopia)</p> |
|--|--|---|--|---|--|

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  | <p><u>Africa:</u><br/> <u>Unit Essential Questions:</u><br/>                     1) What is the solution to the nationalism vs. tribalism conflict?<br/>                     2) Has Africa moved beyond its imperialistic past?<br/>                     3) Can a peaceful resolution be found between Muslim and non-Muslim areas?<br/> <u>Latin America:</u><br/> <u>Unit Essential Questions:</u><br/>                     1) Why is there a large gulf between rich and poor?<br/>                     2) Why is Latin America beset with frequent revolutions?</p> <p><u>Global:</u></p> <p>Analyze the following global trends: multinational organizations, conflicts between national sovereignty and global interests (i.e. natural resources and human rights), terrorism, population growth, technology, medical advances</p> <p>Analyze the causes, velocity and impact of economic recovery, monetary policy and growth in various regions around the globe (W. Europe, Japan, Africa, China, etc.)</p> | <p><b>ELA Companion</b><br/>                     RH.9-10.1, RH.9-10.2, RH.9-10.5, WHST.9-10.7, WHST.9-10.8 WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b><br/>                     Language Arts - Students will read primary sources and write an essay on Gandhi.<br/>                     Science - Students will study scientific achievements with nuclear power.</p> <p>ELA<br/>                     NJLSA.R1<br/>                     NJLSA.R2<br/>                     NJLSA.R6.<br/>                     NJLSA.R7<br/>                     NJLSA.R9<br/>                     NJLSA.R10<br/>                     NJLSA.W1<br/>                     NJLSA.W7<br/>                     NJLSA.W8<br/>                     NJLSA.W9</p> <p>Mathematics<br/>                     MP.2<br/>                     MP.3<br/>                     MP.6</p> <p>Science<br/>                     HS-LS2-6<br/>                     HS-LS2-7<br/>                     HS-ESS3-1</p> | <p>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.</p> <p>Investigate a global issue currently happening today to determine the effectiveness of an international organization's policies and actions in attempting to rectify the issue.</p> <p>Create a letter to your state representatives detailing an environmental issue and a plan to help alleviate the situation.</p> <p>Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>Explain how the disintegration of the</p> | <p>Use art visuals for students to respond to instead of text.<br/>                     Provide copies of notes<br/> <b>At Risk Students:</b><br/>                     Provide copies of presentations and notes<br/>                     Extended time on assignments<br/> <b>Gifted and Talented:</b><br/>                     Vary level of reading and primary source documents and debate</p> |  |
|--|--|---|---|--|--|



|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <p>Art<br/>                     1.2.12acc.Re7a<br/>                     1.2.12acc.Re8a<br/>                     1.5.12prof.Re7a<br/>                     1.5.12acc.Re7b<br/>                     1.5.12acc.Re8a<br/>                     1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes &amp; Skills<br/>                     9.4.12.IML.2<br/>                     9.4.12.IML.8:</p> <p>Computer Science<br/>                     8.1.12.DA.5</p> | <p>Ottoman empire and the mandate system led to the creation of new nations in the Middle East.</p> <p>Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.</p> <p>Analyze the causes, velocity and impact of economic recovery, monetary policy and growth in various regions around the globe (W. Europe, Japan, Africa, China, etc.) in the post-war era.</p> <p>Assess the impact of the European Union on member nations and other nations.</p> <p>Analyze the following global trends: multi-national organizations, conflicts between national sovereignty and global interests (i.e. natural resources and human rights), terrorism, population</p> |  |  |
|--|--|--|--|--|--|

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | <p>growth, technology, medical advances</p> <p>Compare the rise of nationalism in China, Turkey, and India.</p> <p>Evaluate the impact of Gandhi's peaceful method of civil disobedience.</p> <p>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, the space and arms race, and periodic military clashes.</p> <p>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.</p> <p>Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for</p> |  |  |
|--|--|--|---|--|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | national self-rule, sovereignty, and revolution in Africa, Asia and Latin America. |  |  |
|--|--|--|--|--|--|

**BENCHMARK ASSESSMENTS: 3x Per year based on Social Studies skills using Stanford History Education Group assessments:**

*Establish historical significance*

*Use primary source evidence*

*Identify continuity and change*

*Analyze cause and consequence*

*Take historical perspectives*

*Understand the ethical dimension of historical interpretations*

Possible Curricular Modifications:

|   |  |
|---|--|
| <p><b>Interdisciplinary Connections</b></p> | <p><u><b>Connections to NJSLS – English Language Arts:</b></u></p> <p><b>WHST.9-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p><b>WHST.9-12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research</p> <p><b>RST.11-12.1:</b> Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p><u><b>Connections to NJSLS – Mathematics</b></u></p> <p><b>MP.4:</b> Model with mathematics.</p> <p><b>NJSLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> |
|---|--|

|   |  |
|---|--|
|   | <p><b>NJSLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>  |
| <p><b>Career Readiness, Life Literacies, and Key Skills</b></p> | <ul style="list-style-type: none"> <li>● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</li> <li>● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li> <li>● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.</li> <li>● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</li> <li>● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</li> <li>● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</li> <li>● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</li> <li>● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</li> </ul>   |
| <p><b>Computer Science and Design Thinking</b></p> | <ul style="list-style-type: none"> <li>● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.</li> <li>● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</li> <li>● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li> <li>● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</li> <li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> <li>● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</li> </ul> |

**Career Ready Practices**

**World History**

**US  
I**

**US  
II**

|   |   |   |  |
|---|---|---|--|
| <p><b>CRP1. Act as a responsible and contributing citizen and employee</b><br/>                 Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p> | <p>In specific units students learn about the Enlightenment thinkers and how those concepts became the foundation for American Democracy and citizenship. Writings from John Locke, Thomas Hobbes, Voltaire, Montesquie and Rousseau are analyzed and parallels drawn between these ideas and modern civic engagement and civic virtue. As in all Social Studies classes, the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis.</p> | <p>As in all Social Studies classes, the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis. In US I a unit is dedicated to the origin and creation of the Constitution and how it established our system of government through checks and balances and federalism. Students learn about the 3 branches of government, the powers and members of each in modern day as well as examine key Supreme Court decisions that have shaped our nation, including current issues and decisions. Voter registration drives are also conducted in each school twice per year.</p> | <p>As in all Social Studies classes, throughout the US 2 curriculum the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis. Supreme Court decisions relevant to each time period are examined, along with the election process. Students explore the Civil Rights Movement and Voting Right legislation.</p> |
| <p><b>CRP2. Apply appropriate academic and technical skills.</b> Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p>   | <p>In all units of World History students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.</p>  | <p>In all units of US I students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.</p>   | <p>In all units of US II students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.</p>   |

|  |  |  |   |
|--|--|--|---|
| <p><b>CRP3. Attend to personal health and financial well-being.</b> Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p> |  |  | <p>Students engage in stock market analysis and personal finance simulations as part of the Great Depression/New Deal units</p> |
|--|--|--|---|



**Career Ready Practices**

**World History**

**US  
I**

**US  
II**

|   |   |  |   |
|---|---|--|---|
| <p><b>CRP4. Communicate clearly and effectively and with reason.</b> Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p> | <p>All units of World History include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.</p> | <p>All units of US I include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.</p> | <p>All units of US II include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.</p>   |
| <p><b>CRP5. Consider the environmental, social and economic impacts of decisions.</b> Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>  | <p>New technologies developed during the Scientific and Industrial Revolutions are examined and how they impacted the social, environmental and economic development of different regions of the world.</p>   | <p>United States expansion in the 18th and 19th centuries created a seismic shift in the environment and landscape of North America. The industrial era formed a new reliance on resources that impacted the overall environment.</p>                  | <p>During the late 19th through the 20th century the United States grew exponentially. The economic expansion weighed heavily on the overall environment. As the century drew to a close, there became a greater awareness of the industrial expansion and government intervention and oversight became more prevalent.</p> |

**Career Ready Practices**

**World History**

**US  
I**

**US  
II**

**CRP6. Demonstrate creativity and innovation.**  
 Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

All units in World History include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.

All units in US I include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.

All units in US II include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.

**CRP7. Employ valid and reliable research strategies.**  
 Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

All units of World History include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.

All units of US I include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.

All units of US II include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

All units of World History include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.

All units of US I include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.

All units of US II include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.

**Career Ready Practices**

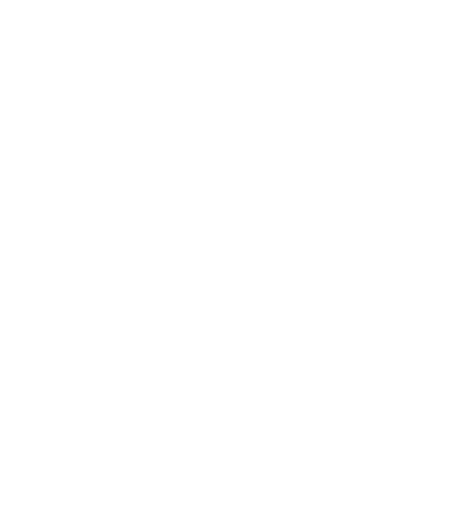
**World History**

**US  
I**

**US  
II**

|  |  |  |   |
|--|--|--|---|
| <p><b>CRP9. Model integrity, ethical leadership and effective management.</b><br/> Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ actions, attitudes and/or beliefs.<br/> They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.</p> | <p>The Holocaust is used to study human behavior, patterns of discrimination, morality and ethics.</p> | <p>Unique patterns of discrimination, genocide of Native Americans, American Slavery and various reform movements of the time are analyzed throughout these units in the form of primary source readings, case studies, assignments and cooperative, problems solving simulations.</p> | <p>Case studies on the ethical decisions behind use of the Atomic Bomb are examined.</p>  |
| <p><b>CRP10. Plan education and career paths aligned to personal goals.</b><br/> Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they</p>  | <p></p>  | <p>Lessons on government agencies and careers and guest speakers in the area of local government and law enforcement speak as part of our Constitution and Government Unit.</p>  | <p>This standard is more specifically taught in our Social Studies elective courses. Those courses explore careers in civil service, law and law enforcement, social work, psychology and other humanities fields. Guest speakers (in person or virtual) are invited into classes and/or the History Club ( PH/PV).</p> |

recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.



**Career Ready Practices**

**World History**

**US  
I**

**US  
II**

**CRP11. Use technology to enhance productivity.**  
 Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of World History.

Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US I.

Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US II.

**CRP12. Work productively in teams while using cultural global competence.**  
 Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

In all units of World History students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.

In all units of US I students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.

In all units of US II students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.

List of Accommodations and Modifications

| <b>Pascack Valley Regional High School District</b>         |  |
|---|--|
| <b>Social Studies/Business Accommodations/Modifications</b> |  |
| <b>Category</b>   | <b>Special Education Accommodations/Modifications (I.E.P. Specific)</b>  |
| Physical Arrangement of Room                                | Allow for preferential seating   |
|   | Seat student near the teacher/presentation   |
|   | Seat student near the door   |
|   | Seat student near high performing student for informal partner pairs   |
|   | Seat student near positive role model  |
|   | Seat student away from disruptive/distracting student(s)   |
|   | Set a designated study space in the room   |
| Instructional Activities                                    | Provide guided notes and/or copies of notes  |
|   | Provide students with summaries if applicable  |
|   | Repeat and clarify directions if needed to ensure comprehension.   |
|   | Allow students to choose partners or work independently, when needed   |
|   | Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support. |
| Independent Practice & Assignments                          | Allow extra time to complete tasks without penalty   |
|   | Reduce reading/math/writing level of assignments   |
|   | Require fewer correct responses to achieve grade   |
|   | Allow computer printed/electronic assignments  |
|   | Simplify complex written directions  |
|   | Do not penalize for handwriting/spelling   |
|   | Allow flexible grading on scoring rubric   |
|   | Include word banks if helpful.   |

|                |  |
|----------------|--|
|                | Bold, highlight, or underline instructions.  |
|                | Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.  |
|                | Reduce quantity of sections on an assessment   |
|                | Shorten wording of questions.  |
|                | Allow use of notes or formula pages on assessments.  |
|                | Revise wording or vocabulary choice to enhance comprehension.  |
|                | Reduce length of written assignments if needed.  |
|                | Reduce number of calculation questions required.   |
|                | Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.   |
|                | Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.  |
|                | Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words. |
|                | Allow for extra time when needed. Offer options for completion during common time or after school.   |
|                | Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.   |
|                | Allow open book/notes for exams  |
|                | Give frequent short quizzes instead of lengthy exams   |
|                | Give exams/test items orally   |
|                | Give students their own copy of assessments that they can write on   |
|                | Allow extra time for assessments (specific to I.E.P.)  |
|                | Allow flexible schedule of assessment  |
|                | Allow flexible setting for assessment  |
|                | Allow student to asses on paper, if regularly schedule for computer-based testing  |
|                |  |
| Organizational | Provide a table of contents for notebook/binder; conduct a weekly clean-up   |
|                | Help the student create "to do" lists  |
|                | Provide opportunity for student to organize homework binder  |



|            |  |
|------------|--|
| Skills     | Set a designated study time during class/stick to a routine          |
|            | Assist student with maintaining a master calendar in the agenda book |
|            |  |
| Behavioral | Use self-monitoring/self advocacy strategies                         |
|            | Allow legitimate movement-in/out of room/short breaks                |
|            | Implement periodic/weekly behavior communication tools               |

| Pascack Valley Regional High School District         |  |
|--|--|
| Social Studies/Business Accommodations/Modifications |  |
| Category   | 504 Plan Accommodations/Modifications (504 Specific)   |
| Physical Arrangement of Room                         | Allow for preferential seating   |
|  | Seat student near the teacher/presentation   |
|  | Seat student near high performing student for informal partner pairs   |
|  |  |
| Instructional Activities                             | Provide guided notes and/or copies of notes  |
|  | Provide student with summaries, if applicable  |
|  |  |
| Independent Practice & Assignments                   | Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support. |
|  | Reduce homework/classwork, when appropriate  |
|  |  |
|  | Allow use of notes or formula pages on assessments.  |

|                       |  |
|-----------------------|--|
| Assessments           | Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school.                    |
|                       | Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop. |
|                       | Allow flexible schedule of assessment  |
|                       | Allow flexible setting for assessment  |
|                       |  |
| Organizational Skills | Provide a table of contents for notebook/binder  |
|                       | Help the student create "to do" lists  |
|                       | Provide opportunity for student to organize homework binder  |
|                       | Set a designated study time during class/stick to a routine  |
|                       | Assist student with maintaining a master calendar in the agenda book   |
|                       |  |
| Behavioral            | Use self-monitoring/self advocacy strategies   |
|                       | Allow legitimate movement-in/out of room break, if needed  |
|                       | Implement periodic/weekly behavior communication tools   |

| Pascack Valley Regional High School District         |   |
|--|---|
| Social Studies/Business Accommodations/Modifications |   |
| Category   | At Risk Accommodations/Modifications  |
| Instructional Activities                             | Provide a variety of concrete examples from familiar contexts   |
|  | Build background knowledge of content and vocabulary from familiar contexts prior to readings                                     |
|  | Use mental models to building understanding through familiar contexts   |
|  | Provide oral & written instructions   |
|  | Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding. |
|  | Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation                         |
|  | Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding               |

|                                    |   |
|------------------------------------|---|
|                                    | Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas                                  |
|                                    | Provide guiding questions to complete during the activity.  |
|                                    | Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage. |
|                                    | Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.   |
|                                    | Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts       |
|                                    | Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information                                      |
|                                    | Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners                          |
|                                    | Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.   |
|                                    |   |
| Independent Practice & Assignments | Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.                                    |
|                                    | Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.   |
|                                    | Highlight distinctive features/key concepts   |
|                                    | Provide choice of projects depending on the student's interests or strengths.   |
|                                    | Provide peer assistance/study groups  |
|                                    |   |
| Assessments                        | Provide study guides and support outside of class time to review before assessments (common time or after school)                                       |
|                                    | Provide extra time for review prior to an assessment  |
|                                    | Review, repeat, and clarify directions  |
|                                    | Include word banks if helpful   |
|                                    | Chunk sections of assessment  |
|                                    | Shorten wording of questions  |
|                                    | Allow use of notes or formula pages on assessments  |
|                                    | Revise wording or vocabulary choice to enhance comprehension  |
|                                    | Reduce length of written assignments if needed.   |

|                       |   |
|-----------------------|---|
|                       | Reduce number of calculation questions required.  |
|                       | Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.                      |
|                       | Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.                               |
|                       | Allow for partial credit, when appropriate  |
|                       | Provide choices of questions or choices of projects depending on the student's strengths  |
|                       | Allow for alternative assessments to show comprehension of the content such as a project or other means   |
|                       | Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.                           |
|                       | Allow for extra time, when needed. Offer options for completion during common time or after school  |
|                       | Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop. |
|                       |   |
| Organizational Skills | Provide general assistance with organizational skills   |
|                       | Utilize homework assignment notebook/planner/agenda   |
|                       | Provide written intermediate timelines for long assignments   |
|                       | Have student monitor grade average  |
|                       |   |
| Behavioral            | Keep rules simple and clear   |
|                       | Implement a behavior management system  |

List of Accommodations and Modifications

| <b>Pascack Valley Regional High School District</b>         |  |
|---|--|
| <b>Social Studies/Business Accommodations/Modifications</b> |  |
| <b>Category</b>   | <b>Special Education Accommodations/Modifications (I.E.P. Specific)</b>  |
| Physical<br>Arrangement<br>of Room                          | Allow for preferential seating   |
|   | Seat student near the teacher/presentation   |
|   | Seat student near the door   |
|   | Seat student near high performing student for informal partner pairs   |
|   | Seat student near positive role model  |
|   | Seat student away from disruptive/distracting student(s)   |
|   | Set a designated study space in the room   |
| Instructional<br>Activities                                 | Provide guided notes and/or copies of notes  |
|   | Provide students with summaries if applicable  |
|   | Repeat and clarify directions if needed to ensure comprehension.   |
|   | Allow students to choose partners or work independently, when needed   |
|   | Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support. |
| Independent<br>Practice &<br>Assignments                    | Allow extra time to complete tasks without penalty   |
|   | Reduce reading/math/writing level of assignments   |
|   | Require fewer correct responses to achieve grade   |
|   | Allow computer printed/electronic assignments  |
|   | Simplify complex written directions  |
|   | Do not penalize for handwriting/spelling   |
|   | Allow flexible grading on scoring rubric   |

|  |
|--|
| Include word banks if helpful.   |
| Bold, highlight, or underline instructions.  |
| Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.  |
| Reduce quantity of sections on an assessment   |
| Shorten wording of questions.  |
| Allow use of notes or formula pages on assessments.  |
| Revise wording or vocabulary choice to enhance comprehension.  |
| Reduce length of written assignments if needed.  |
| Reduce number of calculation questions required.   |
| Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.   |
| Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.  |
| Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words. |
| Allow for extra time when needed. Offer options for completion during common time or after school.   |
| Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.   |
| Allow open book/notes for exams  |
| Give frequent short quizzes instead of lengthy exams   |
| Give exams/test items orally   |
| Give students their own copy of assessments that they can write on   |
| Allow extra time for assessments (specific to I.E.P.)  |
| Allow flexible schedule of assessment  |
| Allow flexible setting for assessment  |
| Allow student to asses on paper, if regularly schedule for computer-based testing  |

|                       |  |
|-----------------------|--|
|                       |  |
| Organizational Skills | Provide a table of contents for notebook/binder; conduct a weekly clean-up |
|                       | Help the student create "to do" lists                                      |
|                       | Provide opportunity for student to organize homework binder                |
|                       | Set a designated study time during class/stick to a routine                |
|                       | Assist student with maintaining a master calendar in the agenda book       |
|                       |  |
| Behavioral            | Use self-monitoring/self advocacy strategies                               |
|                       | Allow legitimate movement-in/out of room/short breaks                      |
|                       | Implement periodic/weekly behavior communication tools                     |

| Pascack Valley Regional High School District         |  |
|--|--|
| Social Studies/Business Accommodations/Modifications |  |
| Category   | 504 Plan Accommodations/Modifications (504 Specific)   |
| Physical Arrangement of Room                         | Allow for preferential seating   |
|  | Seat student near the teacher/presentation   |
|  | Seat student near high performing student for informal partner pairs   |
|  |  |
| Instructional Activities                             | Provide guided notes and/or copies of notes  |
|  | Provide student with summaries, if applicable  |
|  |  |
| Independent  | Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support. |

|                        |  |
|------------------------|--|
| Practice & Assignments | Reduce homework/classwork, when appropriate  |
| Assessments            | Allow use of notes or formula pages on assessments.<br>Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school.<br>Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.<br>Allow flexible schedule of assessment<br>Allow flexible setting for assessment |
| Organizational Skills  | Provide a table of contents for notebook/binder<br>Help the student create "to do" lists<br>Provide opportunity for student to organize homework binder<br>Set a designated study time during class/stick to a routine<br>Assist student with maintaining a master calendar in the agenda book   |
| Behavioral             | Use self-monitoring/self advocacy strategies<br>Allow legitimate movement-in/out of room break, if needed<br>Implement periodic/weekly behavior communication tools  |

| Pascack Valley Regional High School District         |   |
|--|---|
| Social Studies/Business Accommodations/Modifications |   |
| Category   | At Risk Accommodations/Modifications  |
| Instructional Activities                             | Provide a variety of concrete examples from familiar contexts                                 |
|  | Build background knowledge of content and vocabulary from familiar contexts prior to readings |
|  | Use mental models to building understanding through familiar contexts                         |
|  | Provide oral & written instructions   |



|                                    |   |
|------------------------------------|---|
|                                    | Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.                       |
|                                    | Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation   |
|                                    | Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding                                     |
|                                    | Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas                                  |
|                                    | Provide guiding questions to complete during the activity.  |
|                                    | Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage. |
|                                    | Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.   |
|                                    | Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts       |
|                                    | Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information                                      |
|                                    | Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners                          |
|                                    | Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.   |
|                                    |   |
| Independent Practice & Assignments | Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.                                    |
|                                    | Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.   |
|                                    | Highlight distinctive features/key concepts   |
|                                    | Provide choice of projects depending on the student's interests or strengths.   |
|                                    | Provide peer assistance/study groups  |
|                                    |   |
| Assessments                        | Provide study guides and support outside of class time to review before assessments (common time or after school)                                       |
|                                    | Provide extra time for review prior to an assessment  |
|                                    | Review, repeat, and clarify directions  |

|                       |   |
|-----------------------|---|
|                       | Include word banks if helpful   |
|                       | Chunk sections of assessment  |
|                       | Shorten wording of questions  |
|                       | Allow use of notes or formula pages on assessments  |
|                       | Revise wording or vocabulary choice to enhance comprehension  |
|                       | Reduce length of written assignments if needed.   |
|                       | Reduce number of calculation questions required.  |
|                       | Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.                      |
|                       | Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.                               |
|                       | Allow for partial credit, when appropriate  |
|                       | Provide choices of questions or choices of projects depending on the student's strengths  |
|                       | Allow for alternative assessments to show comprehension of the content such as a project or other means   |
|                       | Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.                           |
|                       | Allow for extra time, when needed. Offer options for completion during common time or after school  |
|                       | Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop. |
|                       |   |
| Organizational Skills | Provide general assistance with organizational skills   |
|                       | Utilize homework assignment notebook/planner/agenda   |
|                       | Provide written intermediate timelines for long assignments   |
|                       | Have student monitor grade average  |
|                       |   |
| Behavioral            | Keep rules simple and clear   |
|                       | Implement a behavior management system  |

| <b>Pascack Valley Regional High School District</b>         |   |
|---|---|
| <b>Social Studies/Business Accommodations/Modifications</b> |   |
| <b>Category</b>   | <b>Multilingual Learners Accommodations/Modifications</b>   |
| <b>Instructional Activities</b>                             | Provide a variety of concrete examples from familiar contexts   |
|   | Build background knowledge of content and vocabulary from familiar contexts prior to readings   |
|   | Provide oral & written instructions   |
|   | Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language.  |
|   | Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation   |
|   | Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas  |
|   | Provide guiding questions to complete during the activity.  |
|   | Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.   |
|   | Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization- Language teams  |
|   | Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information  |
|   | Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners - Conversely apply visual representations to ensure understandings |
|   |   |
| <b>Independent Practice &amp; Assignments</b>               | Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.  |
|   | Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.   |
|   | Highlight distinctive features/key concepts   |

|   |  |
|---|--|
|   | Provide choice of projects depending on the student’s interests or strengths.  |
|   | Provide peer assistance/study groups/ ML support   |
|   |  |
| Assessments   | Provide extra time for review prior to an assessment   |
|   | Review, repeat, and clarify directions   |
|   | Include word banks if helpful  |
|   | Chunk sections of assessment   |
|   | Shorten wording of questions   |
|   | Allow use of notes or formula pages on assessments in native language  |
|   | Revise wording or vocabulary choice to enhance comprehension   |
|   | Reduce length of written assignments if needed.  |
|   | Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment. |
|   | Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.          |
|   | Allow for partial credit, when appropriate   |
|   | Allow for alternative assessments to show comprehension of the content such as a project or other means                      |
|   | Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.      |
|   | Allow for extra time, when needed. Offer options for completion during common time or after school                           |
| Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop. |  |
|   |  |
| Organizational Skills   | Provide general assistance with organizational skills  |
|   | Utilize homework assignment notebook/planner/agenda  |
|   | Provide written intermediate timelines for long assignments  |
|   | Have student monitor grade average   |
|   |  |
| Behavioral  | Keep rules simple and clear  |

| Pascack Valley Regional High School District         |  |
|--|--|
| Social Studies/Business Accommodations/Modifications |  |
| Category   | Gifted and Talented Accommodations/Modifications   |
| Instructional Activities                             | Provide supplementary or lengthier readings  |
|  | Provide enrichment activities  |
|  |  |
| Independent Practice & Assignments                   | Use inquiry-based practices and allow student opportunities to conduct additional research |
|  | Provide supplementary or lengthier readings with higher-level questions                    |
|  | Provide assignment choices that require more detail and deeper understanding               |
| Assessments  | Provide additional questions that prompt extensions of understanding                       |
|  | Require research for projects; in a specified format                                       |
|  | Provide assessment choices that require more detail and deeper understanding               |
|  |  |

**Career Options for Jobs that Involve Social Studies**

Social studies focus on society, and social studies professionals may concentrate on understanding how people are shaped and influenced by peer groups, their culture, or other societal factors. While some social studies professionals primarily conduct research to determine how people are affected by social variables, others may focus on how these social variables can be used to predict people's behavior. A handful of these social studies career options are profiled below:

**Career Information for Jobs that Involve Social Studies****Sociologists**

Sociologists are professionals with a master's or doctoral degree in their field. They focus on understanding social groupings and behavior, and may be involved in research or make recommendations about how to address specific issues in society. Since their work focuses on understanding how society can influence behavior, they work within the field of social studies.

**Historians**

Historians research the past and educate people about historic events, artifacts or developments. Their work focuses on civilizations and incidents involving people in the past, which is why it falls within the social studies field. They might use the data from their research to form conclusions about why a society relocated or how cultural beliefs in a particular group evolved. They may need a doctoral degree, although it is possible to enter this field with a master's degree in history.

**Postsecondary Teachers**

Postsecondary teachers instruct college and university students in a specific subject they've specialized in. They typically need a doctoral degree, although entry-level positions may be obtained with a master's degree in some cases. Postsecondary teachers who instruct students in subjects such as criminology or history spend their career focused on social studies. As part of their work, postsecondary teachers usually also participate in research related to their specialty.

**Anthropologists and Archeologists**

Anthropologists and archeologists must have a master's or doctoral degree to work in their field. While archeologists may be involved in recovering historic artifacts from dig sites around the world, anthropologists focus on how humans have developed over time. Archeologists and anthropologists help discover evidence that relates to how cultures have evolved, how significant events have impacted people's behavior, and how social constructs, such as politics, have developed. Since they focus on issues related to society and behavior, they work within the field of social studies.

**Political Scientists**

Political scientists focus on the history and development of political systems. They may research political ideologies or study how political trends have evolved over time. They are social science professionals because understanding how politics shape society and impact individual and group behavior is part of what political scientists focus on. They are professionals with master's or doctoral degrees who perform research, analyze the information gained from their research, and use that data to develop predictions about the effects of political policies or structures.

**Market Research Analysts**

With a bachelor's degree, it's possible to become a market research analyst. Market research analysts examine consumer demographics, along with data collected from opinion polls and surveys, and then use what they learn to make recommendations about actions companies should or should not take. For example, they may recommend that a new product be developed and provide pertinent information about the customers they expect would be interested in that product. Market research analysts are professionals who focus on understanding what influences the purchasing decisions people make and the economic variables that should be considered when making business decisions. Since they focus on determining financial and societal factors that can affect consumer choices, their work involves the use of social studies.