

**Pascack Valley Regional High School District**

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

**Course Name: Themes in World History**

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

## **COURSE DESCRIPTION: Themes in World History**

The objectives of the Themes in History 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. The course work is differentiated based on the needs of the individual student.

### **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.

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><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1) Why do we study history?</li> <li>2) How have different cultures interacted and impacted each other.</li> <li>3) What values do different cultures possess?</li> <li>4) How does artistic expression reflect the beliefs of a society?</li> <li>5) How does geography affect culture, economics, values, politics, etc.?</li> <li>6) Have human problems, issues, concerns, etc., changed or has it stayed the same over time?</li> </ol>			<p><u>Assessments that are used in nearly if not all units:</u></p> <p>Quizzes/Tests Class Activities Presentations Anticipatory Set Questions KWL</p> <p><b>Listed below are additional assessments used in each unit.</b></p>	<p><u>Materials/Sources that are used in nearly all units:</u></p> <p>Brainpop – Videos Youtube – Videos Havefunwithhistory.com –Videos Flowofhistory.com – Flowcharts Bbc.co.uk/history – Information, Games, Interactives Zaneeducation – Videos, Information, Worksheets Google Earth - Maps Mrdonn.org – PowerPoints Archives.gov – Primary Docs</p> <p><b>Listed Below are additional materials used in each unit.</b></p>

**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.**

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6 Weeks	<p><b>I. <u>Ancient Civilizations and The Middle Ages</u></b></p> <p><b>Unit Essential Questions:</b></p> <p>What elements of ancient and classical cultures still affect us today?</p> <p>Why are the Middle Ages also referred to as the Dark Ages?</p> <p>What roles did people play in the middle ages?</p>	<p><b>NJSLS Social Studies</b></p> <p>6.2.12.GeoSV.1.a 6.2.12.GeoGE.1.a 6.2.12.GeoPP.1.a:</p> <p><b>CR,LL,KS:</b></p> <p>9.4.2.IML.1 9.2.8.CAP.10 9.2.12.CAP.13 9.4.2.TL.6 9.4.2.TL.7 9.4.2.CI.1 9.4.2.TL.2</p> <p><b>ELA Companion:</b></p>	<p>Identify similarities and differences between ancient civilizations and American government and society.</p> <p>Describe the manor and Feudal system.</p> <p>Identify and describe key figures of the Middle Ages.</p> <p>Describe the lives of people in Europe and the Middle East.</p>	<p>Post Cards From Around the World</p> <p>Diagram the manor system.</p> <p>Infographic on the Feudal system.</p> <p>Create a coat of arms.</p> <p>Baseball style activity on Ancient Civilizations and the Middle Ages</p>	<p><i>The Worst Jobs in History: Middle Ages</i> – Video</p> <p><i>Foot Soldier</i> - Narrated by Richard Karn</p> <p>Ancient Civilizations websites: <a href="http://www.bbc.co.uk/schools/primary/history">http://www.bbc.co.uk/schools/primary/history</a></p> <p><a href="http://www.mrdonn.org/ancienthistory.html">http://www.mrdonn.org/ancienthistory.html</a></p> <p><a href="http://www.kidzone.ws/cultures/egypt/hieroglyph.htm">http://www.kidzone.ws/cultures/egypt/hieroglyph.htm</a></p> <p>Explore Ancient Egypt:</p>

		<p>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></p> <p><b>Language Arts -</b> 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.</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b> <b>Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary</p> <p>Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p><b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments</p> <p><b>Gifted and Talented:</b></p>			<p><a href="http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html">http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html</a></p> <p>Coat of Arms websites: <a href="http://www.makeyourcoatofarms.com/app.asp">http://www.makeyourcoatofarms.com/app.asp</a></p> <p><a href="http://www.oshel.com/coatofarms.htm">http://www.oshel.com/coatofarms.htm</a></p> <p>Battle of Hastings game: <a href="http://www.bbc.co.uk/history/british/normans/launch_gms_battle_hastings.shtml">http://www.bbc.co.uk/history/british/normans/launch_gms_battle_hastings.shtml</a></p>
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		Vary level of reading and primary source documents			
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8 Weeks	<p><b>II. First Age of Global Encounters:</b></p> <p><b>Unit Essential Questions:</b>                      How was the Renaissance different than the Middle ages?                      Were the effects of humanism positive or negative?                      Would the Reformation have been as successful had the printing press not been invented?                      How are the values of the Renaissance and Reformation still around today?                      How did the European Renaissance affect other parts of the world?                      Did the interactions between the Europeans and non-Europeans produce more harm than good, or good than harm?                      How did European explorers and native people interact with one another.                      How did civilizations change due to exploration and trade?</p>	<p><b>NJSLS</b>  <b>Social Studies</b>                      6.2.12.HistoryCC.2.a                      6.2.12.HistoryCC.2.b                      6.2.12.HistoryCC.2.c                      6.2.12.HistoryCC.1.d                      6.2.12.HistoryUP.2.a6.2.12.HistoryCC.1.e                      6.2.12.CivicsPR.2.a                      6.2.12.GeoGE.1.b:                      6.2.12.GeoGE.1.c:                      6.2.12.GeoGE.1.d:                      6.2.12.HistoryCC.1.f6.2.12.HistoryCC.1.g</p> <p><b>CR,LL,KS:</b>                      9.4.2.IML.1                      9.4.2.TL.6                      9.4.2.TL.7                      9.4.2.CT.1                      9.4.2.CT.2                      9.4.2.CT.3                      9.4.2.TL.2</p> <p><b>ELA Companion</b>                      WHST.9-10.7, WHST.9-10.8, WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b>                      Art - Students are viewing, studying, comparing, contrasting, and evaluating different types of art.                      Science - Students are studying historic scientific discoveries and applying those discoveries to today's known scientific facts.                      Language Arts - Students are writing short essays analyzing Renaissance art.</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b></p>	<p>Identify and describe key figures of the Renaissance, Reformation, and Columbian Exchange.</p> <p>Explain how the study and application of past civilizations helped change Europe.</p> <p>Recognize advances in arts during the Renaissance.</p> <p>Recognize the impacts of various innovations like the printing press, compass, and Arabic numerals.</p> <p>Describe major world religions and their impact on people's lives.</p> <p>Identify the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.</p> <p>Discuss various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p>	<p>Create a piece of Renaissance art</p> <p>Menu of foods illustrating Old World and New World foods</p> <p>Virtual tour of museums</p> <p>Virtual tour of South American Empires</p> <p>Role playing as a tour guide of China.</p> <p>Bingo matching review</p> <p>Facebook style profiles of historical figures</p> <p>Create a New World and Old World Zoo</p>	<p>King Henry VIII website:  <a href="http://www.bbc.co.uk/schools/primary/history/famouspeople/henry_viii/">http://www.bbc.co.uk/schools/primary/history/famouspeople/henry_viii/</a></p> <p>World Religion website:  <a href="http://www.chiddingstone.kent.sch.uk/homework/religion/">http://www.chiddingstone.kent.sch.uk/homework/religion/</a></p> <p>Columbus website:  <a href="http://www.bbc.co.uk/schools/primary/history/famouspeople/christopher_columbus/">http://www.bbc.co.uk/schools/primary/history/famouspeople/christopher_columbus/</a></p> <p>Aztec, Mayans, Incas:  <a href="http://www.mrdonn.org/ancienthistory.html">http://www.mrdonn.org/ancienthistory.html</a></p> <p><a href="http://www.pbs.org/wgbh/nova/ancient/map-of-the-maya-world.html">http://www.pbs.org/wgbh/nova/ancient/map-of-the-maya-world.html</a></p> <p>Inca Investigation Game:  <a href="http://www.amnh.org/ology/features/inca/?TB_iframe=true&amp;height=540&amp;width=750">http://www.amnh.org/ology/features/inca/?TB_iframe=true&amp;height=540&amp;width=750</a></p> <p>China websites:  <a href="http://china.mrdonn.org/index.html">http://china.mrdonn.org/index.html</a></p>

		<p><b>Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary</p> <p>Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p><b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments</p> <p><b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>			
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2 Weeks	<p><b>III. Age of Absolutism:</b></p> <p><b>Unit Essential Questions:</b>                      What makes absolute rule absolute?                       What was the relationship between the Church and the monarchs?</p>	<p><b>NJSLs</b></p> <p><b>Social Studies</b></p> <p>6.2.12.CivicsPR.2a                      6.2.12.CivicsPR.2b                      6.2.12.GeoGE.1.a                      6.2.12.HistoryCC1..e</p> <p><b>CR,LL,KS:</b>                      9.4.2.CT.1                      9.4.2.CT.2                      9.4.2.CT.3                      9.4.2.IML.1                      9.4.2.TL.2</p> <p><b>ELA Companion</b>                      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 absolutistists to convey and denote power within their empire.</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b></p> <p><b>Special Ed/504:</b>                      Provide copies of notes and presentation                      Provide excerpts of primary source documents instead of full documents.                      Provide students with essential vocabulary</p> <p>Re-teaching and review                      Graphic organizers                      Scaffolding of assignments                      Guided questions and note taking</p>	<p>Identify and describe key figures of the Age of Absolutism.</p> <p>Recognize differences in various forms of government.</p> <p>Identify and label major changes in world political boundaries between 1450 and 1770.</p>	<p>Map of the 17<sup>th</sup> Century World</p> <p>Poster of Absolute Monarchy</p> <p>Tour of the palace of Versailles</p> <p>Facebook style profile of Absolute Monarchs</p> <p>Absolute Monarch graphic organizer</p>	<p>Flow charts on Absolutism:  <a href="http://www.flowofhistory.com/units/west/14">http://www.flowofhistory.com/units/west/14</a></p> <p>Queen Elizabeth I website:  <a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/elizabeth_i/">http://www.bbc.co.uk/schools/primaryhistory/famouspeople/elizabeth_i/</a></p> <p>France and Russia Map and Absolute Monarchy Games:  <a href="http://www.studenthandouts.com/European-History/19.Absolute-Monarchy/05.Games-Tests.htm">http://www.studenthandouts.com/European-History/19.Absolute-Monarchy/05.Games-Tests.htm</a></p> <p>Palace of Versailles:  <a href="http://en.chateauversailles.fr/homepage">http://en.chateauversailles.fr/homepage</a></p>



		<p>Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p><b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments</p> <p><b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>			
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4 Weeks	<p><b>IV. <u>The Enlightenment &amp; Scientific Revolution:</u></b></p> <p><b>Unit Essential Questions:</b> How did ideas of the Enlightenment affect views on government?  How did the writers of the Enlightenment affect the American constitution?  How do the scientific innovations of the scientific revolution alter the world then and now?  Why does a rift develop between science and religion?</p>	<p>6.2.12.CivicsPR.2.a 6.2.12.CivicsPR.2.b 6.2.12.EconGE.2.a 6.2.12.GeoPP.2.a: 6.2.12.EconGE.2.a: 6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.b 6.2.12.HistoryCC.2.c 6.2.12.HistoryUP.2.a :</p> <p><b>CR,LL,KS:</b> 9.4.2.IML.1</p>	<p>Identify and describe key figures of the Enlightenment and Scientific Revolution.</p> <p>Distinguish between different theories of the nature of man.</p> <p>Match different examples of human behavior and events with corresponding theories of the nature of man.</p> <p>Recognize concepts from the Enlightenment in American society.</p>	<p>Science experiment</p> <p>Re-enact Galileo experiments</p> <p>Facebook pages for people of the Enlightenment and Scientific Revolution</p> <p>Newspaper frontpage announcement of Scientific discoveries.</p> <p>Identify Enlightenment themes in modern music lyrics</p>	<p>Enlightenment resources: <a href="http://worldhistory.mrdonn.org/enlightenment.html">http://worldhistory.mrdonn.org/enlightenment.html</a></p> <p>Scientific Revolution: <a href="http://www.factmonster.com/dk/encyclopedia/scientific-revolution.html">http://www.factmonster.com/dk/encyclopedia/scientific-revolution.html</a></p> <p>Galileo experiment game: <a href="http://www.pbs.org/wgbh/nova/physics/galileo-experiments.html">http://www.pbs.org/wgbh/nova/physics/galileo-experiments.html</a></p>

	<p>Are humans naturally vicious or peaceful (Locke vs. Hobbes)?</p>	<p>9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3 9.4.2.TL.2</p> <p><b>ELA Companion</b> WHST.9-10.7, WHST.9-10.8, WHST.9-10.9</p> <p><b>Interdisciplinary Connections</b> <b>Language Arts -</b> <b>Students are writing short essays analyzing Enlightenment philosophies</b> <b>Differentiation for Diverse Learners/ Accommodations</b> <b>Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments <b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes <b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments <b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>			
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2 weeks	<p><b><u>V. Revolution - French and American</u></b>  <b><u>The French Revolution:</u></b></p> <p><b>Unit Essential Questions:</b>                      How and why do people revolt against their government?                       How did the results of the American and French revolution differ?</p>	<p><b>NJSLs Social Studies</b>                      6.2.12.CivicsPR.2.b                      6.2.12.CivicsPI.3.a                      6.2.12.CivicsPD.3.a                      6.2.12.CivicsDP.3.a                      6.2.12.CivicsDP.3.b                      6.2.12.CivicsPI.3.a:                      6.2.12.HistoryCC.3.a6.2.12.GeoGI.3.a:                      6.2.12.EconGI.3.a:                      6.2.12.EconGI.3.b:  <b>CR,LL,KS:</b>                      9.4.2.CI.1                      9.4.2.IML.1                      9.4.2.TL.2</p> <p><b>ELA Companion</b>                      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>  <b>Language Arts -</b>                      Students are reading primary sources and writing the Reign of Terror essay  <b>Science -</b> Students are understanding new inventions and techniques of industrialization  <b>Math -</b> Students are reading maps to understand distance and space between countries</p>	<p>Identify and describe key figures in the American and French Revolution.</p> <p>Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>Compare and contrast the governments before and after each revolution.</p>	<p>Graphic Novel of the French Revolution</p> <p>Create Resume of Famous Character</p> <p>Make a patriotic poster calling for revolution</p>	<p>France in the time of Les Miserables:  <a href="https://www.mtholyoke.edu/courses/rschwart/hist255-s01/pleasure/economic_social_symbolism.html">https://www.mtholyoke.edu/courses/rschwart/hist255-s01/pleasure/economic_social_symbolism.html</a></p> <p>Liberty Kids (American Rev.)  <a href="http://libertyskids.com/">http://libertyskids.com/</a></p> <p>Battle of Waterloo game:  <a href="http://www.bbc.co.uk/history/british/empire_seapower/launch_gms_battle_waterloo.shtml">http://www.bbc.co.uk/history/british/empire_seapower/launch_gms_battle_waterloo.shtml</a></p>

		<p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b>                  Provide copies of notes and presentation                  Provide excerpts of primary source documents instead of full documents.                  Provide students with essential vocabulary</p> <p>Re-teaching and review                  Graphic organizers                  Scaffolding of assignments                  Guided questions and note taking                  Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b>                  Use simplified text and summaries of content.                  Use art visuals for students to respond to instead of text.                  Provide copies of notes</p> <p><b>At Risk Students:</b>                  Provide copies of presentations and notes                  Extended time on assignments</p> <p><b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>			
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Time Frame:	Content/Topic	NJSLs	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments	Suggested Materials
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<p>2 weeks</p>	<p><b><u>VI. The 19<sup>th</sup> Century: Attempting a New World Order:</u></b></p> <p><u>Part I: The Industrial Revolution.</u></p> <p><b>Unit Essential Questions:</b> How did the industrial revolution impact all aspects of society?  What were the positive and negative consequences of the Industrial Revolution?</p>	<p>6.2.12.CivicsPI.3.a 6.2.12.CivicsPD.3.a 6.2.12.CivicsDP.3.b 6.2.12.EconGI.3.a <b>6.2.12.EconGI.3.b</b>  6.2.12.GeoGI.3a <b>6.2.12.EconGI.3c</b>  <b>6.2.12.HistoryCC.3.b</b> <b>6.2.12.HistoryCC.3.c</b></p> <p><b>CR,LL,KS:</b> 9.4.12.CI.1 9.4.12.TL.4 9.4.12.CI.1</p> <p><b>ELA Companion</b> 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> <b>Science</b> - Students are understanding new inventions and techniques of industrialization</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b> <b>Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary</p> <p>Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b> Use simplified text and summaries of content.</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>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>Analyze the life of workers through photographs (miner, factory workers, etc.).</p> <p>Examine child labor through photographs.</p> <p>Create widgets individually and as an assembly and analyze the results</p> <p>Online simulation: Mayor of a city during the Industrial revolution. (SIM style)</p> <p>Create Timeline</p>	<p>Child labor and life in the Factory: <a href="http://historyplace.com/unitedstates/childlabor/index.html">http://historyplace.com/unitedstates/childlabor/index.html</a></p> <p><a href="http://www.spartacus.schoolnet.co.uk/IRchild.htm">http://www.spartacus.schoolnet.co.uk/IRchild.htm</a></p> <p>Inventions interactives and animations: <a href="http://www.wartgames.com/themes/industrialrevolution.html">http://www.wartgames.com/themes/industrialrevolution.html</a></p> <p>Industrial revolution game: <a href="http://www.bbc.co.uk/history/british/victorians/launch_gms_muck_brass.shtml">http://www.bbc.co.uk/history/british/victorians/launch_gms_muck_brass.shtml</a></p> <p>Pictures of coal miners and community: <a href="http://kycoal.homestead.com/KYCoalMiningHistory.html">http://kycoal.homestead.com/KYCoalMiningHistory.html</a></p>
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		<p>Use art visuals for students to respond to instead of text.                  Provide copies of notes  <b>At Risk Students:</b>                  Provide copies of presentations and notes                  Extended time on assignments  <b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>			
Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments	
2 weeks	<p><u>Part II. Imperialism:</u></p> <p><b>Unit Essential Questions:</b>                  How does the Industrial Revolution connect with Imperialism?</p> <p>Did imperialism unite the world or divide the world?</p> <p>Did the world experience more benefit or suffering from Western imperialism?</p>	<p>6.2.12.EconET.3.a                  6.2.12.HistoryCC.3.a                  6.2.12.HistoryCC.3.c                  6.2.12.HistoryUP.3.a</p> <p><b>CR,LL,KS:</b>                  9.4.12.CI.1                  9.4.12.TL.4                  9.4.12.CI.1</p> <p><b>ELA Companion</b>                  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>                  Students are reading primary sources about the Scramble for Africa.  <b>Art -</b> students evaluate political cartoons and illustrations demonstrating imperialism.</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.</p> <p>Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p>	<p>Analysis of photographs of colonized people</p> <p>Maps of colonies</p> <p>Infographic on Imperial powers and the countries they colonized.</p>	<p>Imperialism interactive map and economical information:  <a href="http://users.erols.com/mwhite28/1907powr.htm">http://users.erols.com/mwhite28/1907powr.htm</a></p> <p>Imperialism Africa:  <a href="http://exhibitions.nypl.org/africanaage/essay-colonization-of-africa.html">http://exhibitions.nypl.org/africanaage/essay-colonization-of-africa.html</a></p> <p>Imperialism in America:  <a href="http://www.smplanet.com/teaching/imperialism/">http://www.smplanet.com/teaching/imperialism/</a></p>

Time Frame:	Content/Topic	NJSLs	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments	Suggested Materials
1 Week	<p><u>Part III. Political &amp; Social Philosophy:</u></p> <p><b>Unit Essential Questions:</b> Were the effects of secularism positive or negative?</p> <p>What is appealing or unappealing about Communism, Capitalism, Socialism, Utilitarianism, etc.?</p>	<p>6.2.12.CivicsPI.4.a 6.2.12.EconET.3.b 6.2.12.CivicsPI.4.a</p> <p><b>CR,LL,KS:</b> 9.4.2.IML.1 9.4.2.CT.1 9.4.2.CT.2 9.4.2.CT.3 9.4.2.TL.2</p> <p><b>ELA Companion</b> 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> <b>Language Arts:</b> Students will read and write about primary sources</p> <p><b>Economics:</b> Students will study the economic differences between communism, socialism, and capitalism.</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b> <b>Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary</p> <p>Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking</p>	<p>Compare and contrast the characteristics of capitalism, communism, nationalism and socialism.</p>	<p>Graphic Organizer of principle of various political and economic systems</p> <p>Football themed activity.</p>	<p>Principle of communism: <a href="http://mural.uv.es/mobero/engprin.html">http://mural.uv.es/mobero/engprin.html</a></p> <p>Econedlink – economic systems. Videos and interactives: <a href="http://www.econedlink.org/">http://www.econedlink.org/</a></p>

		<p>Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p><b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments</p> <p><b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>			
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Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments	Suggested Materials
3 weeks	<p><b>VII. The World Wars</b></p> <p><b>Unit Essential Questions:</b> Why do we call these conflicts World Wars?  What were the causes and effects of World War I?  What were the causes and effects of World War II?</p>	<p>6.2.12.CivicsHR.4.a 6.2.12.CivicsPI.4.b 6.2.12.GeoSP.4.a 6.2.12.GeoSP.4.b 6.2.12.GeoGI.4.a 6.2.12.EconEM.4.a 6.2.12.HistoryCC.4.a 6.2.12.HistoryCC.4b 6.2.12.HistoryCC.4.c 6.2.12.HistoryCC.4d 6.2.12.HistoryCC.4.e 6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.4g 6.2.12.HistoryCC.4h 6.2.12.HistoryCC.5c 6.2.12.HistoryUP.4.a 6.2.12.HistoryUP.4.b 6.2.12.HistoryCA.4a 6.2.12.HistoryCA.4b 6.2.12.HistoryCA.4c</p> <p><b>CR,LL,KS:</b> 9.4.2.IML.1 9.4.2.CT.1 9.4.2.CT.2</p>	<p>Identify and describe key figures and countries in both World Wars.</p> <p>Discuss the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p>Describe the impact of war on civilian populations (genocides and collateral damage).</p> <p>Compare and analyze the impact of technological developments during the World Wars (new weaponry, transportation, communications, bombs, etc.).</p>	<p>Create alliances with classmates and role play</p> <p>Simulate trench warfare</p> <p>Propaganda posters</p> <p>Facebook page of WWI and WWII leaders</p> <p>Maps of battle fields</p> <p>Analyze photographs of towns and cities affected by war</p>	<p>World War 1 resources: <a href="http://www.firstworldwar.com/index.htm">http://www.firstworldwar.com/index.htm</a></p> <p><a href="http://www.bbc.co.uk/history/worldwars/wwone/launch_ani_western_front.s.html">http://www.bbc.co.uk/history/worldwars/wwone/launch_ani_western_front.s.html</a></p> <p>World War I Games: <a href="http://www.bbc.co.uk/schools/games/search_results.shtml?page=0&amp;age=11-16&amp;subject=history&amp;x=36&amp;y=25">http://www.bbc.co.uk/schools/games/search_results.shtml?page=0&amp;age=11-16&amp;subject=history&amp;x=36&amp;y=25</a></p> <p>World War II Websites: <a href="http://www.bbc.co.uk/schools/primary/history/world_war2/">http://www.bbc.co.uk/schools/primary/history/world_war2/</a></p> <p>World War II Interactives: <a href="http://www.pbs.org/wgbh/nova/military/">http://www.pbs.org/wgbh/nova/military/</a></p> <p>Battle of the Atlantic game: <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/launch_gms_battle_atlantic.shtml">http://www.bbc.co.uk/history/worldwars/wwtwo/launch_gms_battle_atlantic.shtml</a></p> <p>Destination D-Day game: <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/launch_gms_so_e_quiz.shtml">http://www.bbc.co.uk/history/worldwars/wwtwo/launch_gms_so_e_quiz.shtml</a></p>



		<p>9.4.2.CT.3 9.4.2.TL.2</p> <p><b>ELA Companion</b> 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> <b>Language Arts</b> - Students are reading primary sources and writing the Great War Essay <b>Science</b> - Students are understanding new inventions and techniques of warfare <b>Math</b> - Students are reading maps to understand distance and space between countries</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b> <b>Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments <b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes <b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments <b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>			<p>Holocaust Museum Interactive: <a href="http://www.ushmm.org/museum/exhibit/online/jasenovac/">http://www.ushmm.org/museum/exhibit/online/jasenovac/</a></p>
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Time Frame:	Content/Topic	NJSLs	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments	Suggested Materials
6 weeks	<p><b>V. The Post-War/Cold War/Modern Era:</b>  <u>Introduction:</u>  <b>Unit Essential Questions:</b>                      Were the results of the World Wars positive or negative?                       Are the World Wars still affecting our lives today?                       What effect did the Cold War have on the world?   <u>Part I: The Middle East:</u>  <b>Unit Essential Questions:</b>                      How did Imperialism set the stage for the Arab-Israeli conflict?                       What issues are at the center of the Arab-Israeli conflict?   <u>Part II: Asia:</u>  <b>Unit Essential Questions:</b>                      What events lead to the independence of India and China?                       What is life like in Asia?   <u>Part III: Europe:</u></p>	<p><b>Social Studies</b>                      6.2.12.CivicsPI.5.a                      6.2.12.CivicsHR.5.a                      6.2.12.GeoPP.5.a                      6.2.12.GeoSV.5.a                      6.2.12.GeoGI.5.a                      6.2.12.EconET.5.a                      6.2.12.EconET.5.b                      6.2.12.EconGE.5.a                      6.2.12.HistoryCC.5a                      6.2.12.HistoryCC.5b                      6.2.12.HistoryCC.5c                      6.2.12.HistoryCC.5d                      6.2.12.HistoryCC.5e                      6.2.12.HistoryCC.5f                      6.2.12.HistoryCC.5g                      6.2.12.HistoryCC.5h                      6.2.12.CivicsPI.6.a                      6.2.12.CivicsHR.6.a                      6.2.12.CivicsHR.6.b                      6.2.12.GeoPP.6.a                      6.2.12.EconGE.6.a                      6.2.12.EconGE.6.b                      6.2.12.EconGE.6.c                      6.2.12.HistoryCC.6a</p> <p><b>CR,LL,KS:</b>                      9.4.2.IML.1                      9.4.2.CT.1                      9.4.2.CT.2                      9.4.2.CT.3                      9.4.2.TL.2</p> <p><b>ELA Companion</b>                      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>Discuss the goals of the United Nations.</p> <p>Discuss 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>Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics.</p> <p>Evaluate the role of the petroleum industry and growing technology on world politics, the global economy, and the environment.</p> <p>Identify how the disintegration of the Ottoman empire led to the creation of new nations in the Middle East.</p> <p>Evaluate the impact of Gandhi’s peaceful method of civil disobedience.</p> <p>Describe life in Asia.</p>	<p>Project on a Region of the Modern World</p> <p>Current Events from Around the World</p> <p>Create a map of world highlighting countries affected by the Cold War.</p> <p>Map of the Israel</p> <p>Infographic on Israel and the Middle East</p> <p>Facebook page of Indian and Chinese leaders</p> <p>Infographic on Asia</p>	<p>Cold War website: (Videos, interactives, and information)  <a href="http://web.archive.org/web/20080314160908/http://www.cnn.com/SPECIALS/cold.war/">http://web.archive.org/web/20080314160908/http://www.cnn.com/SPECIALS/cold.war/</a>   <a href="http://www.pbs.org/wgbh/peoplescentury/">http://www.pbs.org/wgbh/peoplescentury/</a></p> <p>Arab-Israeli Conflict:  <a href="http://news.bbc.co.uk/cbbcnews/hi/newsid_3260000/newsid_3261700/3261715.stm">http://news.bbc.co.uk/cbbcnews/hi/newsid_3260000/newsid_3261700/3261715.stm</a></p> <p>Chinese communism:  <a href="http://www.cnn.com/SPECIALS/1999/china.50/">http://www.cnn.com/SPECIALS/1999/china.50/</a></p>

	<p><b>Unit Essential Questions:</b> What is the European Union?  What is life like in Europe?</p> <p><u>Part IV: Africa:</u></p> <p><b>Unit Essential Questions:</b> Has Africa moved beyond its imperialistic past?  What is life like in Africa?</p> <p><u>Part V: Latin America:</u></p> <p><u>Unit Essential Questions:</u> What was the Cold War's impact on Latin America.  What is life like in Latin America?</p>	<p><b>Interdisciplinary Connections</b> Language Arts - Students will read primary sources and write an essay on Gandhi. Science - Students will study scientific achievements with nuclear power.</p> <p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p><b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments</p> <p><b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>	<p>Identify the member of the European Union and its purpose.</p> <p>Discuss Independence movements in Africa.</p> <p>Identify current issues affecting life in Africa.</p> <p>Discuss independence movements of Latin America.</p> <p>Identify current issues affecting life in Latin America.</p>	<p>Play the Explore Europe Game</p> <p>Infographic on European countries</p> <p>Africa map match</p> <p>Africa Game</p> <p>Role play as a tour guide showing the wonders of the African world</p> <p>Travel Brochure of Latin America</p> <p>Rainforest infographic</p>	<p>Faces of Russia: <a href="http://www.pbs.org/weta/faceofrussia/">http://www.pbs.org/weta/faceofrussia/</a></p> <p>Interactive European Map: <a href="http://go.hrw.com/atlas/norm_hm/eur_ope.htm">http://go.hrw.com/atlas/norm_hm/eur_ope.htm</a></p> <p>Countries of Europe info and game: <a href="http://europa.eu/kids-corner/index_en.htm">http://europa.eu/kids-corner/index_en.htm</a></p> <p>Africa – multiple sources: <a href="http://africa.mrdonn.org/index.html">http://africa.mrdonn.org/index.html</a></p> <p>Africa Game: <a href="http://library.thinkquest.org/J002335/">http://library.thinkquest.org/J002335/</a></p> <p>Latin America map and games: <a href="http://www.sheppardsoftware.com/South_and_Central_American_Geography.htm">http://www.sheppardsoftware.com/South_and_Central_American_Geography.htm</a> Rainforest: <a href="https://www.msu.edu/~urquhart/tour/">https://www.msu.edu/~urquhart/tour/</a></p>
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**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 NJSLA – English Language Arts:</b></u>  <b>WHST.9-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes  <b>WHST.9-12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research  <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 NJSLA – Mathematics</b></u>  <b>MP.4:</b> Model with mathematics.  <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.  <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> </ul>

	<ul style="list-style-type: none"> <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., NJLSA.R6, 7.1.AL.IPRET.6).</li> <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>                  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**

**CRP4. Communicate clearly and effectively and with reason.** 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.

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.

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.

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.

**CRP5. Consider the environmental, social and economic impacts of decisions.** 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.

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.

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.

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.

**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**

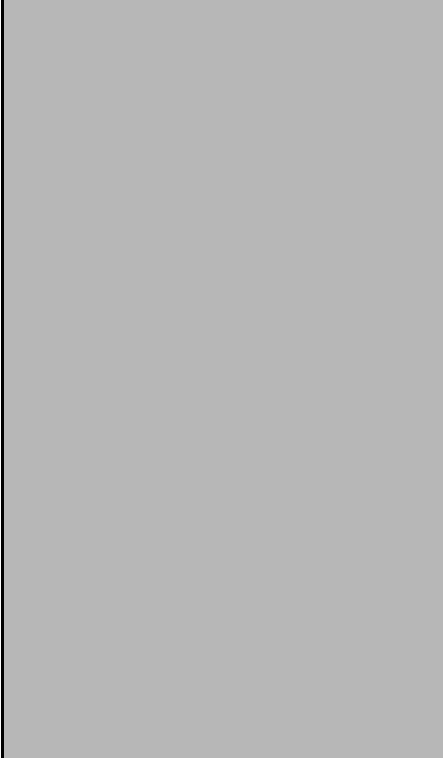
**CRP9. Model integrity, ethical leadership and effective management.**  
 Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity 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.  
 They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

The Holocaust is used to study human behavior, patterns of discrimination, morality and ethics.

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.

Case studies on the ethical decisions behind use of the Atomic Bomb are examined.

**CRP10. Plan education and career paths aligned to personal goals.**  
 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 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.



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.

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).

**Career Ready Practices**

**World History**

**US I**

**US II**

<p><b>CRP11. Use technology to enhance productivity.</b>                  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.</p>	<p>Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of World History.</p>	<p>Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US I.</p>	<p>Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US II.</p>
<p><b>CRP12. Work productively in teams while using cultural global competence.</b>                  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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

List of Accommodations and Modifications

<p><b>Pascack Valley Regional High School District</b></p>	
<p><b>Social Studies/Business Accommodations/Modifications</b></p>	
<p><b>Category</b></p>	<p><b>Special Education Accommodations/Modifications (I.E.P. Specific)</b></p>
<p>Physical Arrangement of Room</p>	<p>Allow for preferential seating</p>
	<p>Seat student near the teacher/presentation</p>
	<p>Seat student near the door</p>
	<p>Seat student near high performing student for informal partner pairs</p>
	<p>Seat student near positive role model</p>
	<p>Seat student away from disruptive/distracting student(s)</p>
	<p>Set a designated study space in the room</p>
	<p>Provide guided notes and/or copies of notes</p>

Instructional Activities	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
Assessments	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 IEP)	
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 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
Assessments	Allow use of notes or formula pages on 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
	Provide a table of contents for notebook/binder
	Help the student create "to do" lists

Organizational Skills	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)
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
	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
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
Behavioral	Implement a behavior management system

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Multilingual Learners Accommodations/Modifications
Instructional Activities	Provide a variety of concrete examples from familiar contexts
Instructional Activities	Build background knowledge of content and vocabulary from familiar contexts prior to readings
Instructional Activities	Provide oral & written instructions

I n s t r u c t i o n a l A c t i v i t i e s	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
	<del>Provide guiding questions to complete during the activity</del>
	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
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments
	<del>Provide a clear, concise version of a scoring rubric prior to the assignment or assessment</del>
	Highlight distinctive features/key concepts
	<del>Provide choice of projects depending on the student's interests or strengths</del>
	<del>Provide peer assistance/study groups/MI support</del>
A s s e s s m e n t s	<del>Provide extra time for review prior to an assessment</del>
	<del>Review, repeat, and clarify directions</del>
	<del>Include word banks if helpful</del>
	<del>Chunk sections of assessment</del>
	<del>Shorten wording of questions</del>
	<del>Allow use of notes or formula pages on assessments in native language</del>
	<del>Revise wording or vocabulary choice to enhance comprehension</del>
	<del>Reduce length of written assignments if needed</del>
	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
	<del>Allow for partial credit when appropriate</del>
	<del>Allow for alternative assessments to show comprehension of the content such as a project or other means</del>
	<del>Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary</del>
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	<del>Provide general assistance with organizational skills</del>
	<del>Utilize homework assignment notebook/planner/agenda</del>
	<del>Provide written intermediate timelines for long assignments</del>
	<del>Have student monitor grade average</del>
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.