

| Marking Period  | Unit 1  | Recommended Instructional Days   |
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| Marking Period 1  | Unit 1 (Eras 1-2) Honors-AP European History: An Expanding Europe: Renaissance and Exploration, 1450-1648   | 5-15 Days  |
| <b>NJSLS - World History/Global Studies 6.2<br/>Disciplinary Strand:<br/>Disciplinary Concept:</b>  |   | <b>Recommended Activities, Investigations,<br/>Interdisciplinary Connections, and/or Student<br/>Experiences to Explore NJSLS-SS within Unit</b> |
| <i>Core Ideas:</i>  | <i>Performance Expectation:</i>   |  |
| <b>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</b> | 6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.                           |  |
| <b>There are multiple and complex causes and effects of historical events.</b>  | 6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires. |  |
| <b>Geographic data can be used to analyze variations in the spatial patterns.</b>   |   |  |

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|  | 6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.  |  |
| <b>Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture.</b> | 6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.  |  |
| <b>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</b>                      | 6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.<br>6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.<br>6.2.12.GeoGE.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.<br>6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine |  |

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|  | <p>compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p>   |  |
| <p><b>History, Culture, and Perspectives</b></p> | <p>6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).</p> <p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p> <p>6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> |  |

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| <b>Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</b>   | 6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.  |  |
| <b>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</b> | <p>6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.</p> <p>6.2.12.EconGI.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p> <p>6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence</p> |  |

| <b>NJSLS - Active Citizenship in the 21st Century 6.3</b><br><b>Disciplinary Strand:</b><br><b>Disciplinary Concept:</b> |  |  |
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| <i>Core Ideas:</i>   | <i>Performance Expectation:</i>  |  |
| <b>Political and civil institutions impact all aspects of people's lives</b>   | 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.  | <b><u>Unit Overarching Essential Question:</u></b> <ul style="list-style-type: none"> <li>● To what extent did the Renaissance usher in a new era for Europe?</li> <li>● What was the impact of the European era of exploration and discovery on both Europe and the rest of the world?</li> </ul><br><b><u>Recommended Activities:</u></b> <ul style="list-style-type: none"> <li>● Use key vocabulary terms appropriately</li> <li>● Read closely</li> <li>● Use key ideas and details to understand a text</li> <li>● Determine a central idea and analyze its development</li> <li>● Cite textual evidence</li> <li>● Evaluate evidence</li> <li>● Make inferences</li> <li>● Summarize a text</li> <li>● Determine the meaning of words and phrases</li> <li>● Utilize historical thinking skills</li> <li>● Evaluate an argument as well as claims and counter-claims</li> <li>● Evaluate historical interpretations</li> <li>● Compare historical interpretations</li> <li>● Construct arguments</li> <li>● Read independently</li> <li>● Compare various accounts</li> <li>● Write in various modes</li> <li>● Listen attentively</li> <li>● Provide feedback to peers</li> <li>● Work independently and collaboratively</li> <li>● Conduct research</li> <li>● Present information</li> </ul> |
| <b>Governments have different structures which impact development (expansion) and civic participation.</b>               | 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).<br><br>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.<br><br>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information |  |

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| <p><b>Civic participation and deliberation are the responsibility of every member of society</b></p>   | <p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>  | <p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>● <b>ELA:</b> summarize your topic; read a book or an article relevant to the unit and write a response</li> <li>● <b>Math:</b> select a relevant topic and chart its impact</li> <li>● <b>Art:</b> create a music play list that reflects your understanding of the topic; create a visual representation of your understanding of the topic (e.g. a meme); study the different artworks of various cultures and/or the Renaissance</li> <li>● <b>Science:</b> research the role of science and scientists in the Renaissance and European exploration; research the impact of exploration on various environments and people</li> <li>● <b>Physical Education:</b> research various sports and games</li> </ul> <p><b><u>New Jersey Legislative Statutes and Administrative.</u></b></p> <ul style="list-style-type: none"> <li>● <b>Amistad &amp; D, E, I:</b> <ul style="list-style-type: none"> <li>○ Research the impact of the Colombian Exchange on Africa and the Americas, in particular</li> <li>○ Identify examples of resistance to European settlement/colonialism by peoples in Africa, the Americas, the Middle East, and Asia</li> <li>○ Identify leaders of these resistance movements</li> <li>○ Conduct research on these leaders</li> <li>○ Identify aspects of cultural continuity and cultural exchange between Africa and the Americas</li> <li>○ Read about the fight by people in Africa, the Americas, the Middle East, and Asia to regain pieces of their cultural heritage from museums</li> </ul> </li> <li>● <b>Climate Change</b> <ul style="list-style-type: none"> <li>○ 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal</li> </ul> </li> </ul> |
| <p><b>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</b></p>    | <p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints,</p>  |   |
| <p><b>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</b></p> | <p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual</p> |   |

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|  | rights and maintenance of limited government.  |   |
| <b>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</b> | <p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to</p> | <p>farmlands and other ineffective agricultural practices on people and the environment.</p> <ul style="list-style-type: none"><li>■ Explore the impact of climate change on present day Venice, Italy</li><li>■ Read and discuss “The colonial roots of land inequality: geography, factor endowments, or institutions?”</li><li>■ Read about the role climate &amp; climate change may have played in European exploration as well as in the decline of certain indigenous cultures in the Americas</li></ul> |

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|   | <p>understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p> |  |
| <p><b>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</b></p>        | <p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>   |  |
| <p><b>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</b></p> | <p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p>          |  |

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| <p><b>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</b></p> | <p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points</p> |  |
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|   | <p>of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p> |  |
| <p><b>Social Studies Practices</b></p>  |  |  |
| <ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul> |  |  |
| <p><b>Social and Emotional Learning:<br/>Competencies</b></p>   | <p><b>Social and Emotional Learning:<br/><i>Sub-Competencies</i></b></p>   |  |

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| <ul style="list-style-type: none"> <li>● Self- awareness</li> <li>● Social Awareness</li> <li>● Self- Management</li> <li>● Relationship Skills</li> <li>● Responsible Decision-Making</li> </ul>   | <ul style="list-style-type: none"> <li>● Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>● Utilize positive communication and social skills to interact effectively with others.</li> <li>● Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul> |   |
| <p><b>Assessments (Formative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>  |  | <p><b>Assessments (Summative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully complete:</i></p> |
| <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit summaries/definitions</li> <li>● Quizzes</li> <li>● Current events reports</li> <li>● Class Participation</li> <li>● Collins Writing Types 1&amp;2</li> </ul> | <p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● District Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Unit tests</li> <li>● Released and timed AP Tests</li> </ul>   |   |

|  |  | <ul style="list-style-type: none"> <li>● Essays</li> <li>● Debates</li> <li>● Project</li> <li>● DBQs</li> <li>● Collins Writing Types 3-5</li> </ul>  |   |
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| <b>Differentiated Student Access to Content:<br/>Teaching and Learning <i>Resources/Materials</i></b>  |  |  |   |
| <b>Core Resources</b>  | <b>Alternate Core Resources<br/><i>IEP/504/At-Risk/ESL</i></b>   | <b>ELL Core Resources</b>  | <b>Gifted &amp; Talented Core Resources</b>   |
| <ul style="list-style-type: none"> <li>● Western Civilization Since 1500, Cengage Learning</li> <li>● Aspects of Western Civilization: Problems and Sources in History, Vols. 1&amp;2, Prentice Hall</li> <li>● Amistad Curriculum</li> <li>● Holocaust &amp; Genocide Education Curriculum</li> <li>● DBQ Online</li> <li>● JStor</li> <li>● NewsELA</li> <li>● ArcGIS</li> </ul> | <ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● DBQ Online</li> <li>● ProEd Shorts</li> <li>● NewsELA</li> <li>● Videos</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> </ul> | <ul style="list-style-type: none"> <li>● Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Videos in their native language</li> <li>● Pearson’s Pacemaker Series</li> <li>● ProEd Shorts</li> <li>● NewsELA</li> </ul> | <ul style="list-style-type: none"> <li>● Leveled readings</li> <li>● Novels; periodicals</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> <li>● Genius Hour Projects</li> <li>● McGraw Hill, World History &amp; Geography</li> </ul> |
| <b>Supplemental Resources</b>  |  |  |   |
| <b>Technology:</b> <ul style="list-style-type: none"> <li>● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot,</li> </ul>   |  |  |   |

| <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Novels, Periodicals, Maps, artifacts, JStor, ARC’s Research Lab, NewsELA, DBQ Online</li> </ul>   |   |   |   |
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| <p><b>Differentiated Student Access to Content:<br/>Recommended <i>Strategies &amp; Techniques</i></b></p>  |   |   |   |
| Core Resources  | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>  | ELL Core Resources  | Gifted & Talented Core  |
| <ul style="list-style-type: none"> <li>Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>Provide individual instruction as needed</li> <li>Modify assessments and/or rubrics</li> <li>Repeat instructions as needed</li> </ul> | <ul style="list-style-type: none"> <li>Skill building activities</li> <li>Leveled Assessments</li> <li>Choice Boards</li> <li>Multi-sensory (VAKT) approach during instruction</li> <li>Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>Modify test content and/or format</li> <li>Retakes</li> <li>Additional time</li> <li>Preferential seating</li> <li>Review, restate and repeat directions; written directions</li> <li>Study guides</li> <li>Break assignments into segments of shorter tasks</li> </ul> | <ul style="list-style-type: none"> <li>Modified activities</li> <li>Extend time requirements</li> <li>Preferred seating</li> <li>Checks for understanding/review</li> <li>Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>Modified assessments and/or rubric</li> <li>Reading materials in the native language</li> <li>Watching videos in the native language</li> </ul> | <ul style="list-style-type: none"> <li>Curriculum compacting &amp; acceleration</li> <li>Leveled readings</li> <li>Leveled Assessments</li> <li>Enrichment activities &amp; projects</li> <li>Choice Boards</li> <li>Inquiry projects</li> <li>Renaissance Artist Research Project</li> <li>MultiMedia Presentation on Religion on the Renaissance</li> <li>Podcast on Choice Research</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>● Break assignments into segments of shorter tasks</li> <li>● Oral rather than written answers</li> </ul> |  |  |
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| <p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>● Standard 9.1 Personal Financial Literacy</li> <li>● Standard 9.2 Career Awareness, Exploration, Preparation and Training</li> <li>● Standard 9.3: Career and Technical Education</li> <li>● Standard 9.4 Life Literacies and Key Skills</li> </ul> | <p><b>Disciplinary Concepts:</b></p> <ul style="list-style-type: none"> <li>● Financial health</li> <li>● Financial Landscape</li> <li>● Money Management</li> <li>● Career Awareness and Planning</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-solving</li> <li>● Digital Citizenship</li> <li>● Global and Cultural Awareness</li> <li>● Information and Media Literacy</li> <li>● Technology Literacy</li> </ul> |   |
|  | <p><b>Core Ideas:</b></p>  | <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected</p> |

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|  |  | global economy.  |
|  | <b>Performance Expectation/s:</b>  | Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL) |
|  | <b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>   |  |
|  | <p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> <li>● Critical Thinking &amp; Problem Solving</li> <li>● Creativity and Innovation</li> <li>● Collaboration, Teamwork and Leadership</li> <li>● Cross-Cultural Understanding and Interpersonal Communications</li> <li>● Communication and Media Fluency</li> <li>● Accountability, Productivity and Ethics</li> </ul> <p>Evaluate resources, understand author bias, and evaluate echo chambers;<br/>Uses effective communication and collaboration skills and resources to interact with a global society;<br/>Plans, executes, and alters goals in response to changing societal and economic conditions;<br/>Seeks to attain skill and content mastery to achieve success in a chosen career path.</p> |  |

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

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| X | Amistad Law:<br><i>N.J.S.A. 18A<br/>52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A.<br/>18A:35-28</i> |  | LGBT and<br>Disabilities Law:<br><i>N.J.S.A. 18A:35-4.35</i> | X | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action:<br><i>Climate Change</i> |
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Content Area: Social Studies (NJSLS-CHPE 6.2, 6.3) Grades K - 12  
Grade: 11-12

Dev. Date:

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