

Modern World History Curriculum 2025-2026

Original Adoption: 2023 NJSL English Language Arts and English as a Second Language (8-21-24); Math NJSL Mathematics (8-21-24); 2020 NJSL Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: Social Studies Curriculum Team

Subject: Social Studies	Course/Level: Modern World History 9 th & 11 th
Time Frame	Unit
<p>Unit 1: The Emergence of the First Global Age (1350-1770) ~Topics: <i>Global Encounters & Interactions. Exploration.</i></p>	<p>September 9, 2025 - November 1, 2025 36 days</p>
<p>Unit 2: Renaissance, Reformation, Absolutism, Scientific Revolution, and Enlightenment (1350-1700)</p>	<p>November 4, 2025 - December 20, 2025 36 days</p>
<p>Unit 3: The Amistad Case & Age of Revolutions (1750-1914)</p>	<p>January 2, 2026 - February 28, 2026 36 days</p>

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Unit 4: A Half-Century of Crisis and Achievement & the Holocaust (1900 – 1945)	March 2, 2026 - May 1, 2026 36 days
Unit 5 : 20th Century Since 1945 (1945 – Today)	May 4, 2026 - June 15, 2026 36 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Unit 1: The Emergence of the First Global Age (1350-1770)

~Topics: *Global Encounters & Interactions. Exploration.*~

Grade Level: 9th & 11th

Time Frame: 7 weeks

Essential Questions

1. Did the interactions between the Europeans and non-Europeans produce more harm than good, or more good than harm?
2. Can we hold the Europeans to a higher moral standard than the Aztecs, Mongols, Zulu or Turks when conquering other groups?
3. Did the Age of Global Encounters lead to more blending or extinction of cultures and their ideas?

Focus Standards

Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism

- 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.
- 6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.EconGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
- 6.2.12.EconGE.1.a: 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.
- 6.2.12.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.EconGE.1.c: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- 6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

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Supplemental Standards

- 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- 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.
- 6.2.12.HistoryCC.1.e:
 - Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
- 6.2.12.HistoryCC.1.f: 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).
- 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

Interdisciplinary Standards

English Language Arts

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 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.
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.

Career Readiness, Life Literacies, & Key Skills

- 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.
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

LGBTQ/Disabilities Activities

- Describe the European Colonists attitudes towards gender roles and how the religious “freedom” sought by those Colonists was a freedom to practice strict Gender Roles in opposition to Native concepts on Gender Roles
- Express the different types of Puritanism and how the creation of the colonies themselves is tied to identity and privacy.
- Explain the ways in which European Explorers viewed the society of Indigenous People as different than their gender norms.
- Understand the ways that global encounters and interactions created restrictions and laws against gay, lesbian, bisexual, and transgender people by placing the grip of gender roles onto the indigenous public sphere.

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- Describe the juxtaposition of the progression of society when it came to matters of LGBTQ with the regressive and debilitating institution of Slavery.
- Analyze the connections between the othering of Slaves through the legal system and societal acceptance of slavery with the othering of the LGBTQ and Disabled community and the societal acceptance of that othering.
- A Queer History of the United States (Revisoning American History Series) by Michael Bronski

Instructional Plan

Pre-Assessment:

1. SW complete the following open-ended questions-
 - a) How does the introduction of new ideas, concepts, and beliefs lead to political, economic, and social changes?
 - b) How does conflict within and/or between societies bring about change/s?
2. SW will participate in a smart board map activity to test prior knowledge on European countries.
3. Have students complete a KWL chart on the Age of Exploration.

SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
<p>Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Mughal, with Spanish and Ottoman) maintained control and expanded their economies by examining the role of government, regulation of trade, and farming practices.</p> <p>Conduct short research to identify the factors leading to the rise and fall of the Ming,</p>	<ul style="list-style-type: none"> • Journals • Quizzes • DOL's • Written Assignments • Oral Presentations • Observations • Participatory • Rubrics • Role Play • Research • Assignments • Interviews 	<p><u>Students will explain the significance of the following academic terms:</u></p> <ul style="list-style-type: none"> • Bartolomeu Dias • Prince Henry • Vasco da Gama • Treaty of Tordesillas, • Dutch East India Company • Zheng He • Christopher Columbus • Colony • Hernando Cortes, • Conquistador • Francisco Pizarro • Atahualpa 	

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<p>Qing, Mughal, with Spanish and Ottoman empires.</p> <p>Explains how scarcity of resources necessitates choices at both the personal and societal levels.</p> <p>Draw evidence from informational text to compare and contrast the influence of economic policies in China (e.g., Ming rulers) with Japan (e.g., isolationism) and their relationship with European colonization in the Americas (e.g., Joint Stock Companies).</p> <p>Compare European settlements (e.g., Spanish, Dutch, French, British colonies) with regard to governance, interaction with native populations, and sources of labor.</p> <p>Use technical analysis (e.g., diagrams, maps, charts) to trace the movement of essential commodities from</p>	<ul style="list-style-type: none"> ● Primary Source Analysis <p><u>Alternative Assessments</u></p> <ul style="list-style-type: none"> ● Open ended writing assignments ● Notebook assessments ● DO NOW's ● Map Activities ● Homework ● Comparative Source Analysis 	<ul style="list-style-type: none"> ● Mestizo ● Encomienda ● New France ● Jamestown ● Pilgrims ● Puritans <p>In groups of 3-4 Discuss the state of the world (examine civilizations in Asia, Africa, and Central America) at the time period and determine factors that provided Europeans with the opportunity to dominate this age. Record answers on smart board.</p> <p>In pairs compare a joint-stock company with a corporation. Use concept map to define mercantilism. Record answers.</p> <p>How did the actions of explorers like Zheng He, Vasco Da Gama, Christopher Columbus, Ferdinand Magellan, James Cook and Samuel de Champlain help forge a global world?</p> <p>Using maps and markers, students will trace on a map the journey of Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain. Be sure that they include port of origin, dates for travels, route of journey and significant accomplishments and discoveries made by the explorers.</p> <p>In pairs using iPads/Handouts/Textbook students will create a set of Explorer Trading cards.</p> <p>In groups of 3-4 students will chart the major causes of the Age</p>	
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<p>the East Indies to Europe (e.g., spices, linens, precious gems) and West Indies to Europe (e.g., sugar, rice, tobacco).</p> <p>Produce clear and coherent writing that assesses the role of mercantilism in stimulating European expansion through trade.</p> <p>Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>Write a narrative that compares the development of slavery and coerced labor practices of indigenous populations (i.e. house slavery, chattel slavery, Encomienda system, and indentured servants) in the Americas with Europe, Africa, and Asia.</p>		<p>of Exploration. (Include long term and immediate causes) and record it on the smart board.</p> <p>Students, using a world map and color coding showing where European countries established colonies or spheres of influence.</p> <p>In groups of 3-4 students will complete a chart on mercantilism showing how different countries put this theory into practice.</p> <p>Classroom will be broken into 2 groups, the explorers and the natives. Using handouts students will develop a p.o.v. and a debate will take place where both sides state their position on the question of whether exploration helped or hurt the natives.</p> <p>Answer an open-ended question in which you compare and contrast the various forms of slavery and coerced labor practices.</p>	
<p>Benchmark Assessment #1:</p>			

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1. SW identify the location of the Muslim heartlands in the middle of the “Old World” land trade routes and explain why they contributed to the desire for European countries to find alternative routes to China?
2. SW explain the role mercantilism played in stimulating European expansion through trade, conquest, and colonization.

Summative Assessment

3. SW explain how the actions of explorers like Zheng He, Vasco Da Gama, Christopher Columbus, Ferdinand Magellan, James Cook and Samuel de Champlain help forge a global world?

<p>Gather relevant information from multiple authoritative print and digital sources to determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia, provided the necessary tools for European exploration and conquest.</p>	<ul style="list-style-type: none"> ● Journals ● Quizzes ● DOL’s ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW’s ● Map Activities ● Homework ● Comparative Source Analysis 	<p>What role did technological innovations like the astrolabe play in helping Europeans explore areas not known to them?</p> <p>In pairs students will fill in a graphic organizer that includes different advances in technology used by explorers. Answers will be recorded on smart board.</p> <p>In groups of 3-4 students will debate which scientific discovery or technological innovation was most important in shaping the global world. Findings will then be recorded on smart board.</p> <p>As a whole class students will participate in a simulation of what life was like on a transatlantic journey in the 15th century.</p>	
<p>Explains how technology has facilitated the movement of goods, services, and populations; increased economic interdependence at all levels; and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, or rivers).</p>			

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Benchmark Assessments #2:			
1. SW identify the different technological innovations and the roles they played in helping Europeans explore areas not known to them?			
<p>Draw evidence from information texts to explain how the effects of increased global trade from the New World (e.g., more urbanization, spending, better quality of life, increased militarization, conflict between nation states) contributed to economic growth in Europe and the development of isolationist policies in Japan and China.</p> <p>Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.</p> <p>Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p>	<ul style="list-style-type: none"> ● Journals ● Quizzes ● DOL's ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW's ● Map Activities ● Homework ● Comparative Source Analysis 	<p><u>Students will explain the significance of the following academic terms:</u></p> <ul style="list-style-type: none"> ● Atlantic Slave Trade ● Triangular trade ● Middle passage ● Columbian Exchange ● Capitalism, ● Joint-stock company ● Mercantilism ● Favorable balance of trade <p>In groups of 3-4 students describe their favorite meal. Then have them list the ingredients that are needed to prepare that meal. Students should then research the geographic origin of those ingredients. They should label the item "Old World," "New World," or "Both." After they have researched all ingredients necessary on their list, they have to determine whether or not anyone on earth could have enjoyed that dish prior to 1492. Various answers will be recorded on smart board.</p> <p>Students will complete worksheet packet on the Columbian Exchange.</p> <p>How did the plants, animals, diseases and people transported during the Columbian exchange create a much different world from what it was before 1492?</p> <p>In pairs using a two column chart students will list push/pull</p>	

		<p>factors for those embarking on explorations. Charts will be then transferred to construction for the classroom.</p> <p>Using iPads/handouts students will chart factors that prompted Spain to finance explorations (Gold, God, glory, colonies, power, etc.)</p> <p>Why did the location of the “Old” and “New” world contribute to keeping those societies independent of each other before 1492?</p>	
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Benchmark Assessments #3:

1. SW explain how plants, animals, diseases and people transported during the Columbian exchange create a much different world from what it was before 1492?
2. SW describe various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

Summative Performance Assessment

The Age of Exploration Project (3 days to complete)

Students will complete the following for the explorer assigned:

- Where was the explorer from originally (homeland)?
- For what country did he explore?
- Where did he explore?
- How did his exploration help his country?
- What affect did his discovery have on the area that he explored or discovered (native population, etc)?
- What year(s) did he explore?
- How long was his voyage? If more than one, how long did each voyage last?

Poster/PowerPoint

Using the above information, you have the option of either making a PowerPoint presentation or a poster that **creatively** displays the information. Poster should be neat, colorful, organized, and informative. Include on your poster or in your Power Point a map showing the point from which he started and shade in the areas that he explored.

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<p>A Day in the Life: Pretend that you are a crewmember on the explorer's ship. Write a story about a day in the life of the crewmember. Explain what life on the ship is like. Tell where you are at the time of your story. Include facts about food, chores, and anything else to make your story believable. One and a half page typed, 1" margins, 12 pt. font, Helvetica or Times New Roman.</p> <p>This project is worth 125 pts. You will need to use at least three sources, one of which must be a book. You can either put your works cited page on your Power Point or at the end of your story. You will present.</p> <p style="text-align: center;">Story: 50 pts. Poster/PowerPoint: 50 pts. Presentation: 25 pts</p>	
Summative Written Assessment	
<p>SW complete a series of multiple-choice questions on the WALTs from throughout the unit.</p> <p>SW complete a writing task answering the Essential Question: Did the Age of Global Encounters lead to more blending or extinction of cultures and their ideas?</p>	
Teacher Notes	
<ul style="list-style-type: none"> ● This unit concentrates on exploration and trade by European and Asian powers. Motivation and reasons for their expansion is vital to the unit. ● PBL and project ideas include cooperative learning groups that analyze the political, cultural, economic, and religious forces that drove European powers to expand and colonize the New World. ● Web resources include www.historyteacher.net 	<p><u>Suggested Resources:</u></p> <ul style="list-style-type: none"> ● AGS World History. ● Prentice Hall World History ● Other World History Textbooks ● History Alive!. ● Art transparencies, videos on noted explorers ● Columbus's Journals ● Journals of other explorers ● Movie: 1492, Elizabeth, The Golden Age ● Maps of exploration and European colonization

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language

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- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

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- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities

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- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring

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- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program