

## Modern World History Curriculum 2025-2026

**Original Adoption:** 2023 NJSLs English Language Arts and English as a Second Language (8-21-24); Math NJSLs Mathematics (8-21-24); 2020 NJSLs 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 <sup>th</sup> & 11 <sup>th</sup>
Time Frame	Unit
<b>Unit 1:</b> The Emergence of the First Global Age (1350-1770) ~Topics: <i>Global Encounters &amp; Interactions. Exploration.</i>	September 9, 2025 - November 1, 2025 36 days
<b>Unit 2:</b> Renaissance, Reformation, Absolutism, Scientific Revolution, and Enlightenment (1350-1700)	November 4, 2025 - December 20, 2025 36 days
<b>Unit 3:</b> The Amistad Case & Age of Revolutions (1750-1914)	January 2, 2026 - February 28, 2026 36 days
<b>Unit 4:</b> A Half-Century of Crisis and Achievement & the Holocaust (1900 – 1945)	March 2, 2026 - May 1, 2026 36 days

<b>Unit 5</b> : 20th Century Since 1945 (1945 – Today)	May 4, 2026 - June 15, 2026 36 days
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### 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 5: The 20<sup>th</sup> Century Since 1945 (1945-Today)**

**Grade Level:** 9<sup>th</sup> & 11<sup>th</sup>

**Time Frame:** 7 weeks

**Essential Questions**

1. Are World Wars still affecting our lives today and were the results of the World Wars positive or negative?
2. Did the Cold War superpowers keep the world in check or cause upheaval?
3. Did the World Wars play a role in the development of new nations in Asia, the Middle East and Africa?
4. Is the conflict in the Middle East connected to the traditional story of Abraham?
5. Is democracy compatible with Islam and/or Middle Eastern culture and traditions?
6. Did the break-up of the Soviet Union produce positive or negative results?
7. Is the European Union a good or bad idea?
8. Is immigration into Europe creating diversity or causing unrest?

**Focus Standards**

Era 5. The 20th Century Since 1945: Challenges for the Modern World

- 6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
- 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- 6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
- 6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- 6.2.12.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.HistoryCC.5.d: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.HistoryCA.5.a: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

**Supplemental Standards**

- 6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
- 6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
- 6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.HistoryCC.5.b: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- 6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.2.12.HistoryCC.5.f: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- 6.2.12.HistoryCC.5.g: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.

**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.
- 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.

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**Computer Science & Design Thinking**

- 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.

**Instructional Plan**

**Pre-Assessment:**

1. How is power obtained and maintained over time?
2. What has led to the changing nature of social order over time?
3. What are the social order issues of the twenty-first century?

SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
<p>Explain how after World War II, the United States and the Soviet Union emerged as world super powers</p> <p>Explain how the Cold War developed; and new nations formed in Africa, Asia, Eastern Europe, and the Middle East.</p>	<ul style="list-style-type: none"> <li>● DOL's</li> <li>● Written Assignments</li> <li>● Oral Presentations</li> <li>● Observations</li> <li>● Participatory</li> <li>● Rubrics</li> <li>● Role Play</li> <li>● Research</li> <li>● Assignments</li> <li>● Interviews</li> </ul>	<p>Have students create a detailed map of Europe after World War II. Including boundary changes pre and post WWII.</p> <p>Have students create a timeline detailing the major world events from 1945-1980 (related to the Cold War).</p> <p>Have students explore and discuss current events related to the current international relationship between the United States and former Axis Powers (Italy, Germany, and Japan). Also, our current relationships with various</p>	

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	<ul style="list-style-type: none"> <li>● Primary Source Analysis</li> <li>● Open ended writing assignments</li> <li>● Notebook assessments</li> <li>● DO NOW's</li> <li>● Map Activities</li> <li>● Homework</li> <li>● Comparative Source Analysis</li> </ul>	<p>Allied Powers (Great Britain, France, USSR/Russia, Canada, and China).</p> <p>[Provide graphic organizer/visual charts to assist students in organizing information.]</p> <p>Define historical change, regionalism, conflict, and cooperation. Then have the class connect these concepts to the time period.</p> <p>Have the students review the major agreements made between the United States, Great Britain, and the USSR at the 1945 Yalta and Postdam Conferences. Outline the major points of the agreements. Then discuss how these agreements help set the stage for the conflicts following World War II.</p> <p>Discuss the structure and goals of the United Nations. Compare role of UN after WWII with its role in today's world.</p> <p>Have students read and analyze the Charter of the United Nations.</p> <p>Review Truman Doctrine and the Marshall Plan. Have students outline the basic features of the Marshall plan. Detail the accomplishment of the Marshall plan. Discuss the ethics of helping former enemies.</p> <p>[Create a comparison chart to organize and conceptualize information.]</p> <p>Have the students define and discuss the following terms: Cold War, Iron Curtain, containment, superpower, iron curtain, arms race, containment, satellites, and bloc. Use this lesson as an introduction to mini-unit.</p>	
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		<p>[Allow students to write terms in a journal to assist in accessing new information.]</p> <p>Have the students interview people (family members, teachers and others) who can remember the early years of the Cold War. Then report those recollections to the class.</p> <p>Identify and discuss the important political leaders of the time period (including: Stalin, Churchill, Truman, Khrushchev, Kennedy, Castro, Nixon)</p> <p>Have students create a graphic organizer (Venn Diagram or T-Chart) to compare and contrast the political ideologies of Democracy and Communism (Totalitarianism). Also the economic systems (i.e.: Capitalism vs. planned Communist economy). Discuss how those differences set the stage for conflict during this time period.</p> <p>Have the students explore and discuss current events detailing the current American/Russian relationship.</p> <p>Divide class into three groups. Jigsaw reading sections about Germany, Great Britain, and France after W.W.II. Each group will report on the (1) condition of the country after the war (2) political and economic changes (3) successes and failures</p> <p>Using the text, create a guided reading assignment that reviews the events of the Berlin Blockade and Cuban Missile Crisis looking at strategies the US and her allies employed. Have students critique their effectiveness.</p> <p>Create a simulation to parallel the struggle for Germany and competition for developing countries in Latin America, Africa, and Asia. Have the students assume the</p>	
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		<p>role of world leaders and strategize the domination of the world through alliances.</p> <p>Have students examine how the idea of a "bloc" contributed to the polarization of the world and the subsequent military involvement of the US, USSR, and China in areas like Asia (Korea and Vietnam) and the Middle East (Israel/Egypt and Afghanistan). Use a concept chart to report individual student responses.</p> <p>Investigate major technological advances (e.g., atomic/nuclear power, satellite communication, television, rockets, and others) and how they impacted world events (1945-1980), particularly during the Cold War. Create a poster and presentation detailing their findings.</p>	
<p><b>Benchmark Assessment #1:</b></p> <ol style="list-style-type: none"> <li>Describe how after World War II, the United States and the Soviet Union emerged as world super powers</li> <li>Explain how the Cold War developed; and new nations formed in Africa, Asia, Eastern Europe, and the Middle East.</li> </ol>			
<p>How did leaders like Gandhi, Nehru, Mao and Chiang lead revolutionary movements?</p> <p>How and why did the ideas of Khrushchev and Gorbachev differ?</p> <p>How and why do groups like Shining Path, Red Brigade, Hamas and Al Qaeda resort to terrorism?</p> <p>How have women like Golda Meir, Indira Gandhi</p>	<ul style="list-style-type: none"> <li>● DOL's</li> <li>● Written Assignments</li> <li>● Oral Presentations</li> <li>● Observations</li> <li>● Participatory</li> <li>● Rubrics</li> <li>● Role Play</li> <li>● Research</li> <li>● Assignments</li> <li>● Interviews</li> <li>● Primary Source Analysis</li> <li>● Open ended writing assignments</li> </ul>	<p>Have students create a detailed map of Asia in 1945 and 2001. Have the students compare and contrast the two maps and discuss findings.</p> <p>Have students create a timeline detailing the major events in Asia from 1945 to the present. Students should focus on events connected with the Cold War.</p> <p>Have students explore and discuss current events related to the current international relationship between the United States and Asian countries, focusing on: China, Japan, Taiwan, North/South Korea, India, Pakistan, Vietnam, Indonesia, and Afghanistan.</p> <p>Create a guided reading assignment to accompany the text.</p>	

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<p>and Margaret Thatcher helped shape the world?</p> <p>To what extent can organizations like the UN, OPEC, the WTO and other multinational organizations affect economic and political events?</p> <p>Why did many Jews move to Palestine after WWII?</p> <p>How have nationalist movements contributed to conflict?</p> <p>How has terrorism affected travel since September 11, 2001?</p> <p>What role does instantaneous information play in making the world more connected and interdependent?</p> <p>What was the cause of the revolutionary movements in India, China and Africa after WWII?</p> <p>Why did the creation of the state of Israel produce conflict?</p>	<ul style="list-style-type: none"> <li>● Notebook assessments</li> <li>● DO NOW's</li> <li>● Map Activities</li> <li>● Homework</li> <li>● Comparative Source Analysis</li> </ul>	<p>Have the students chronicle the rise of Japan following its defeat in World War II. Focus on America's role in the rebuilding of Japan's infrastructure and economy, also the reform of the political system.</p> <p>Have the students chronicle the important events of the Communist Revolution in China (1949). Students will use a timeline and fact sheet.</p> <p>Have the students describe the role each of the following events/concepts played in the Chinese Revolution: communes, pragmatists, Five Year Plan, Great Leap Forward, Red Guards, Gang of Four, and Cultural Revolution. Lead a classroom discussion on their findings.</p> <p>Have the students complete a Venn Diagram comparing and contrasting Chiang Kai-shek and Mao Zedong. Focus on political philosophy and leadership style. Use mini-biographies as resource for comparison and contrast.</p> <p>Conduct a Socratic Seminar using Mao Zedong's "Little Red Book". Have the students analyze several quotations and a short reading from the book. Students should justify their statements.</p> <p>Have the students view the A &amp; E Biography of Mao Zedong and conclude the assignment by having the students consider and respond to the following question: How did Mao Zedong's rule affect China and its place in world affairs?</p> <p>Hold a class discussion on the question "Why were Americans so upset over the communist takeover of China in 1949?" Have the students develop strategies on how the US could have responded differently to the Chinese civil war and consequent Communist victory.</p>	
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<p>How did the struggle for freedom in South Africa, China and East Germany help create change in those countries?</p> <p>What role did ethnic conflict in the former Yugoslavia and Rwanda have in engendering genocide in those countries?</p> <p>Why have multinational organizations tended to proliferate in the period since the end of the last world war?</p> <p>Why was the former Soviet Union not able to adapt to the complexities of the world in the late 1900s?</p>		<p>Have the students explore current events related to the US relationship with Taiwan (military sales, treaties with, problems with mainland China over Taiwan).</p> <p>Have the students complete a timeline detailing the major events related to the formation of a divided Korea and the Korean War (1945-53).</p> <p>Have the students complete a detailed map of Korea. Include physical and political features. Watch a MASH episode. Have the students focus on living conditions during the war and list the different international military groups represented.</p> <p>Have the students complete a T-Chart contrasting the different political, leadership, geographical, and economic characteristics of North and South Korea.</p> <p>Have the students define the concept of "stalemate". Lead a class discussion on how the concept fit this situation.</p> <p>Have the students complete a timeline detailing the major events of the struggle for Indochina and Vietnam War.</p> <p>Have the students complete a detailed map of Vietnam. Include political and physical features on the map. Lead a classroom discussion on how the physical shape of Vietnam (narrow and elongated) might have played a factor in how the war was fought.</p> <p>Have the students read the text section chronicling the Vietnam War. Students should focus on and answer the following questions: What were the reasons why the war was fought?, What role did the major players in the Cold War play in the Vietnam War?, What were the human and economic costs of the war? How did it end?</p>	
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Have the students watch ABC News Videodisc section on the Vietnam War. Lead a class discussion on why historians refer to the Vietnam War as the "Television War"?

Have the students complete a Venn Diagram comparing and contrasting the Korean and Vietnam War.

Have the students debate the merits and rationale for the "Domino Theory".

Have the students complete a detailed map of the Middle East. Identify and discuss how the geographic features helped set the scene for Cold War rivalry (oil, etc.).

Create a guided reading assignment that connects to the text section that addresses the effects of the Cold War and nationalism on the region.

Have the students explore the text and various auxiliary materials, then create a timeline of important historical events in the Middle East during the period of the Cold War. Students could work in groups to complete the timeline.

Have the students create a T-Chart to compare the positive and negative effects of the US support of Israel.

Have the students complete a webbing assignment brainstorming the consequences of the Cold War on the region (Soviet influence in Egypt and the US support of Israel, Turkey, Iran, and Eisenhower Doctrine).

Lead a classroom discussion on formation of the "Third Force" or Organization of Nonaligned Nations. Have the

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		<p>students respond to the question: What factor led these countries to take such bold actions. Why did they not want to play the "Cold War Game"?</p> <p>Have the students complete a detailed map of Africa. Include both political and physical features. Create a guided reading assignment that connects to the text section that addresses the effects of the Cold War and nationalism on Africa.</p> <p>Have the students explore the text and various auxiliary materials, then create a timeline of important historical events in Africa during the period of the Cold War (including: Congo/1960, Mozambique/1971, Angola/1974). Lead a classroom discussion on how the legacy of colonialism, slavery, and nationalism complicated the effects of the Cold War in Africa. Have the students use the textbook and other auxiliary materials to provide basis for discussion.</p> <p>Have the students research various African leaders during the period of the Cold War (including Kwame Nkrumah, Jomo Kenyatta). Explore the life of Nelson Mandela. Have the students chronicle the important events of his life and political philosophy. Lead a Socratic seminar on a text selection from Chinua Achebe's "Things Fall Apart". Have the students complete a detailed map of Central America and South America (including Caribbean).</p> <p>Have the students complete a timeline chronicling the important events related to the Cold War in Latin America. Students will use the textbook and other auxiliary materials to complete the assignment. Lead a classroom discussion focusing on US intervention in Guatemala/1954, Bolivia/1956, Cuban Revolution/1959,</p>	
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		<p>Cuban Missile Crisis/1962, Chile/1963, Nicaragua and El Salvador/1980's.</p> <p>Have the students read and then outline the critical information detailing the effects of the Cold War on Latin America. Have the students critique America's response to the threat of communism in Latin America.</p> <p>Lead a classroom discussion on the Truman Doctrine, Monroe Doctrine, and Roosevelt Corollary. Have the students chart how each contributed to the policies the US applied to Latin America. Use a graphic organizer.</p> <p>Have the students view and complete accompanying discussion questions on "Fidel Castro: El Comandante", A&amp;E Classroom Productions, 2001.</p> <p>Have students use a graphic organizer and identify the economic, political, cultural, religious, and geographical reasons the Soviet Union collapsed.</p> <p>Map Comparisons- Students will complete two maps. One will be the area before the breakup of the Soviet Union and the second map will be after. Students will be asked to:</p> <ol style="list-style-type: none"> <li>1. Estimate how much land and people were lost.</li> <li>2. Discuss how the rise and collapse of the Soviet Union affected world history.</li> </ol> <p>Have student describe how and why the European Union was formed. Make a chart comparing contrasting the USA and the European Union: economic output, types of government, and cultures.</p> <p>Have students fill in a map with the following: countries and dates in which they entered the European Union. Identify countries in the vicinity that are not members. Discuss possible reasons.</p>	
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		<p>Have students define interdependence. Ask why no country can stand alone?</p> <p>Divide class into teams to research how the following have hinder progress in some countries: geography, lack of natural resources, population and poverty rates, economic dependence, economic policies, and political instability.</p> <p>What is globalization and why are some cultures opposed to it?</p> <p>Have students discuss how and why American culture has spread so rapidly.</p> <p>Portfolio suggestion:</p> <p>(1) Brainstorm issues related to global interdependence and the relationships among today's nations.</p> <p>(2) Help students develop narrow and distinct topics.</p> <p>(2) Have students research current information and draft feature articles (This can be done during the time that The Contemporary World unit is being studied.) Use peer editing.</p> <p>(3) Have the students compile a classroom magazine of these feature articles presenting the students' view on today's world. (4) The classroom magazine can reviewed by students in the next school year for information about student perspectives on the world in the previous year. [Collect a variety of articles from news magazines, newspapers, etc. and have students review these before beginning.]</p> <p>Use a concept map to help students define terrorism:</p> <p>(1) What are some characteristics of terrorism?</p> <p>(2) What are some examples?</p> <p>(3) What are the goals of terrorism?</p> <p>(4) How do we define terrorism?</p> <p>(See appendix for concept map.)</p>	
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		<p>Research the history of terrorism. Have students research historical forms of terrorism and the etymology (history of a word) of terms such as assassin and thug.</p> <p>Discuss examples of both domestic terrorism (e.g., KKK activities, Oklahoma City bombing) and international terrorism (World Trade Center, suicide bombings in Israel).</p> <p>Use a T-chart to identify differences between a conventional war and a war against terrorism Debate trade-offs in the balance between security and civil liberties in democratic nations.</p> <p>Discuss problems that are caused by stereotyping, cultural misunderstandings, and a lack of knowledge about the world and its peoples.</p> <p>Have students research international groups that work for global peace and promote economic well-being and human rights (e.g., United Nations, Amnesty International, Peace Child International).</p> <p>Discuss concepts such as "bravery" and "service". Interview a veteran of foreign wars or a fire fighter and ask about their perspectives.</p> <p>Examine technologies used by terrorists. Identify the advantages and disadvantages of new and increasingly sophisticated technologies in a globally interdependent world.</p> <p>Have students develop a product of their choice expressing their view on international terrorism or related issues (e.g, political cartoon, poem, speech, video, collage, editorial) and present it to the class.</p>	
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		Divide students into teams. Have each team develop a plan to stop international terrorism. Each team will present their plan to the class and classmates will rate the plan based on a score sheet provided by the teacher (e.g, Is the plan (1) practical, (2) financially feasible, (3) humane, etc.?)	
<b>Benchmark Assessments #2:</b> <ol style="list-style-type: none"><li>1. How have nationalist movements contributed to conflict?</li><li>2. How has terrorism affected travel since September 11, 2001?</li></ol>			

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**Summative Performance Assessment**

1. Project on a Region of the Modern World
2. Current Events from Around the World
3. Simulation of a UN Conference
4. Speech to the Third World

**Summative Written Assessment**

SW complete a series of multiple-choice questions on the WALTs from throughout the unit.

SW complete a writing task answering the Essential Question: Did the World Wars play a role in the development of new nations in Asia, the Middle East and Africa?

**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

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- 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
- 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
- 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

## Lakewood High School - Modern World History - Unit 5 Curriculum

- 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
- 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