Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

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DEPARTMENT Social Studies COURSE World History

Curriculum Development Timeline

School: Ocean Township High School

Course: World History

Department: Social Studies

Board Approval	Supervisor	Notes
May 2009	Gina Hagerman	Born Date
August 2011	Steve Sarles	Revisions
August 2012	Steve Sarles	Revisions
June 2016	Chris Wilson	Update Standards
March 2019	John Bosmans	Review
August 2022	Michael Emmich	Alignment to New Standards & Incorporate State Standards
August 2024	Cecilia Vila	Updated to Include New State Mandates
August 2026	Cecilia Vila	Alignment to New Standards & Revisions

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Township of Ocean Pacing Guide			
Week	Marking Period 1	**Week**	Marking Period 3
1	Emergence of the First Global Age (1350-1770)	11	A Half-Century of Crisis and Achievement (1900-1945)
2	Emergence of the First Global Age (1350-1770)	12	A Half-Century of Crisis and Achievement (1900-1945)
3	Emergence of the First Global Age (1350-1770)	13	A Half-Century of Crisis and Achievement (1900-1945)
4	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)	14	A Half-Century of Crisis and Achievement (1900-1945)
5	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)	15	The 20th Century Since 1945 (1945-Today)
	Marking Period 2		Marking Period 4
6	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact (1750-1914)	16	The 20th Century Since 1945 (1945-Today)
7	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact (1750-1914)	17	The 20th Century Since 1945 (1945-Today)
8	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact (1750-1914)	18	The 20th Century Since 1945 (1945-Today)
9	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact (1750-1914)	19	Contemporary Issues

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10	A Half-Century of Crisis and Achievement (1900-1945)	20	Contemporary Issues

Holocaust Education: A Half-Century of Crisis and Achievement (NJSLS 6.2.12.CivicsHR.4.a, 6.2.12.CivicsPI.4.b, 6.2.12.HistoryUP.4.b, 6.2.12.HistoryUP.4.c)
Amistad Education: The Emergence of the First Global Age (NJSLS 6.2.12.GeoSV.1.a, 6.2.12.HistoryCC.1.b, 6.2.12.HistoryCC.1.c, 6.2.12.HistoryCC.1.d, 6.2.12.HistoryCC.1.f, 6.2.12.HistoryCC.1.g), The 20th Century Since 1945 (NJSLS 6.2.12.HistoryCC.5.f)
Climate Change Mandate: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact unit
LGBT/Persons with Disabilities Mandate: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact unit, A Half-Century of Crisis and Achievement unit
Diversity, Equity, and Inclusion Mandate: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact unit
Asian-American and Pacific Islander Mandate: The 20th Century Since 1945 (1945-Today) unit

Core Instructional & Supplemental Materials including various levels of Texts
World History: Patterns of Interaction (College Prep/ADV), DBQ Project Online, NEWSELA, Kahoot, Quizlet Live, Google Earth, Google Classroom, Google Suite, NJDOE DEI Resources, NJDOE Climate Change Resources, "Napoleonic Code" article

Time Frame	3 Weeks
Topic	
Emergence of the First Global Age (1350-1700)	
Alignment to Standards	
• **6.2.12.GeoGE.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.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.
- **6.2.12.GeoGE.1.c:** Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- **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.
- **6.2.12.GeoPP.1.a:** Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- **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.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.
- **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.

Learning Objectives and Activities

Students will be able to:

- Evaluate the Renaissance influence and make possible European exploration
- Interpret the reasons why China and Japan promoted isolationism as a policy

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- Compare the positive and negative outcomes of Zheng He explorations
- Express the causes of the downfall of the dynasties in China and Japan
- Distinguish the role of women in China and Japan and how did the start of urbanization change the status of some women in Japan

Assessments

Formative:

- Class discussion
- primary source analysis
- class debate
- Do Nows
- Exit Tickets
- Teacher Observation
- Class reading and notes
- Geography Skillbuilder

Summative:

- Unit quizzes
- Tests/Open Ended Essay Response

Benchmark:

- DBQ Analysis

Alternative:

- Kahoot, Quizlet Live, Google Slides Student Presentations

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
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.
W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis, Essay Construction

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Career Readiness, Life Literacies, and Key Skills
• 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market. • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). • 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Technology Integration

• Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  ○ 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.
• Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  ○ 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education
CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.

Time Frame	2 Weeks
Topic	
Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)	

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Alignment to Standards

- **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.
- **6.2.12.CivicsPR.2.b:** Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
- **6.2.12.EconGE.2.a:** Relate the development of more modern banking and financial systems to European economic influence in the world.
- **6.2.12.GeoPP.2.a**: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
- **6.2.12.HistoryCC.2.a:** Determine the factors that led to the Reformation and the impact on European politics.
- **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)
- **6.2.12.HistoryCC.2.c:** Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- **6.2.12.HistoryUP.2.a:** Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Learning Objectives and Activities

Students will be able to:

- Explain why Italy was the birthplace of the Renaissance
- Understand how art, architecture, and sculpture change during the Renaissance
- Compare the characteristics of the “Renaissance man” and “Renaissance woman”.
- Recognize why the Italian city-states are so prosperous
- Distinguish the impact of the introduction of movable type
- Analyze the main points of Luther’s teaching
- Discuss why Luther’s ideas encourage the German peasants to revolt
- Prioritize what made Enlightenment scientists and Thinkers question old ideas
- Compare how the heliocentric theory of the universe differs from the geocentric theory
- Compile the main steps of the scientific method
- Express how Hobbes and Locke differ
- Explain what Montesquieu admires about the government of Britain
- Describe Enlightenment ideas related to freedom and equality, as well as the work of Mary Wollstonecraft, Rousseau, Locke, and Hobbes influenced the Atlantic Revolutions. This was also relevant to pro-LGBT laws, including the Napoleonic legalization of homosexuality, the repeal of sodomy laws, and eventually the modern

day women's rights, LGBT rights, and American Civil Rights movements.

Assessments

Formative:

- Unit quizzes /tests
- Teacher observation
- Class/ group participation
- Kahoot Review
- Geography Skillbuilder
- Google Earth
- Do Now Activity
- Exit Ticket

Summative:

- Unit quizzes
- Tests/Open Ended Essay Response

Benchmark:

-

Alternative:

- Kahoot, Quizlet Live, Google Slides Student Presentations

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
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.
W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis, Essay Construction

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a

time period can affect the labor market.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - 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.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
    - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of the collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame	4 Weeks

Topic

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Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact (1750-1914)

Alignment to Standards

- **6.2.12.CivicsDP.3.a:** Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- **6.2.12.CivicsDP.3.b:** Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
- **6.2.12.CivicsPD.3.a:** Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
- **6.2.12.CivicsPI.3.a:** Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- **6.2.12.EconET.3.a:** Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world
- **6.2.12.EconET.3.b:** Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
- **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.
- **6.2.12.EconGI.3.b:** Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
- **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.
- **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.
- **6.2.12.HistoryCC.3.a:** Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- **6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- **6.2.12.HistoryCC.3.c:** Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
- **6.2.12.HistoryUP.3.a:** Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple

perspectives.

Learning Objectives and Activities

Students will be able to:

- Evaluate the impact of the French Revolution, the rise of Napoleon, and the Congress of Vienna
- Describe the social and economic inequalities in the Old Regime that led to the French Revolution
- Judge what kind of leader was Louis XIV
- Support the measures France institutes to reform its government
- Explain how Napoleon quickly rose to power
- Hypothesize how did population growth and a revolution in agriculture spur the Industrial Revolution
- List what inventions transformed the textile industry
- Describe how improvements in transportation promote industrialization in Britain
- Compile some positive effects of the Industrial Revolution
- Summarize how industrialization expanded to other parts of Europe
- Explain why might women abolitionists have headed the movement for women's rights
- Review and analyze the impact of the Emancipation Proclamation and how it changed the course of the American Civil War and impacted the lives of African Americans in both the North and South.
- Explain how the Industrial Revolution led to economic, political and social reforms, including a re-examination of wealth disparity and social stratification wrought by capitalism, a reconsideration of the rights and social standing of women, and political upheaval as the working class became more attracted to socialist ideology.
- Analyze how the Industrial Revolution was accompanied by various consequences that put a greater strain on natural resources and damaged the environment, including urbanization, industrial and consumer pollution, rising populations, and mass use of natural resources. This pattern accelerated the problem of climate change during the Industrial Revolution and continues to the present day.

Assessments

Formative:

- Chapter reading and notes
- Kahoot

- DBQ analysis
- Class Discussion
- Teacher observation
- Exit Ticket
- Class Discussion

Summative:

- Unit quizzes
- Tests/Open Ended Essay Response

Benchmark:

-

Alternative:

- Kahoot, Quizlet Live, Google Slides Student Presentations

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
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- DBQ Analysis, Close Reading Strategies, Primary Source Analysis, Essay Construction

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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Technology Integration

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  ○ 9.4.12.TL.3: Analyze the effectiveness of the process and quality of the collaborative environment.

Career Education
CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.

Time Frame	5 Weeks
Topic	
A Half-Century of Crisis and Achievement (1900-1945)	
Alignment to Standards	
• **6.2.12.CivicsHR.4.a:** Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. • **6.2.12.CivicsPI.4.a:** Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. • **6.2.12.CivicsPI.4.b:** Assess government responses to incidents of ethnic cleansing	

and genocide

- **6.2.12.EconEM.4.a:** Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- **6.2.12.GeoGI.4.a:** Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
- **6.2.12.GeoSP.4.a:** Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
- **6.2.12.GeoSP.4.b:** Determine how geography impacted military strategies and major turning points during World War II.
- **6.2.12.HistoryCA.4.a**: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
- **6.2.12.HistoryCA.4.b:** Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
- **6.2.12.HistoryCA.4.c:** Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan
- **6.2.12.HistoryCC.4.a:** Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
- **6.2.12.HistoryCC.4.b:** Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- **6.2.12.HistoryCC.4.c:** Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- **6.2.12.HistoryCC.4.d:** Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- **6.2.12.HistoryCC.4.e:** Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars
- **6.2.12.HistoryCC.4.f:** Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
- **6.2.12.HistoryCC.4.g:** Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
- **6.2.12.HistoryCC.4.h:** Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- **6.2.12.HistoryUP.4.a:** Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- **6.2.12.HistoryUP.4.b:** Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- **6.2.12.HistoryUP.4.c:** Compare and contrast the actions of individuals as

perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Learning Objectives and Activities

Students will be able to:

- Describe the Boxer Rebellion
- Explain Why Japan end its isolation
- Analyze economic imperialism
- Evaluate how the Panama Canal constructed
- Interpret the reasons for the hostility between Austria-Hungary and Serbia
- Classify what caused WWI to be a different type of war than the previous wars
- Compare what complaints did various mandated countries voice about the Treaty of Versailles
- Explain the goal of Woodrow Wilson's Fourteen Points
- Formulate how the conclusion of WWI and WWII affect the world until the present day in ways that were unintended
- Describe the Soviet Union's Communist government prevent nationalism from threatening the new state created by the revolution
- Analyze why did the leadership of many eastern European nations fall to dictators
- Formulate how the world looked at genocide in a different way since WWII
- Research the work of Rosa May Billinghurst, an activist who had suffered from polio and was then wheelchair-bound, was an active leader in the suffrage movement in England that led to the right to vote for women in 1918.

Assessments

Formative:

- Class discussion
- Quizlet Live
- Kahoot
- Section Reading and Notes
- Chapter Worksheets
- Teacher Observation
- Exit Ticket
- Do Now Activity
- Homework Assessment

Summative:

- Unit quizzes

- Tests/Open Ended Essay Response

Benchmark:

-

Alternative:

- Kahoot, Quizlet Live, Google Slides Student Presentations

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
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.
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- DBQ Analysis, Close Reading Strategies, Primary Source Analysis, Essay Construction

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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- 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.

- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of the collaborative environment.

Career Education

CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame	4 Weeks

Topic

The 20th Century Since 1945 (1945-Today)

Alignment to Standards

- **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.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.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.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.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.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.HistoryCC.5.a:** 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.b:** Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- **6.2.12.HistoryCC.5.c:** 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.d:** 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.e:** 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.f:** 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.
- **6.2.12.HistoryCC.5.g:** 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.HistoryCC.5.h:** Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

Learning Objectives and Activities

Students will be able to:

- Illustrate how the allies, the Soviet Union and the US, split after the war
- Describe how the outcome of the Chinese civil war contribute to Cold War tensions
- Discuss the impact Asian American and Pacific Islanders have had on the Vietnam War memorials in NJ and Washington DC; particularly Maya Lin, the

designer of Vietnam Veteran's memorial, and Hien Nguyen, the designer of the New Jersey Vietnam Veterans' Memorial.
- Interpret how Gandhi changed the methods that people use to achieve more freedoms
- Explain the role has oil played in conflicts after WWII
- Distinguish the relationship of European Countries and the US with their former colonies

Assessments

Formative:
- Class discussion
- Quizlet Live
- Kahoot
- Section Reading and Notes
- Chapter Worksheets
- Teacher Observation
- Exit Ticket
- Do Now Activity
- Homework Assessment

Summative:
- Unit quizzes
- Tests/Open Ended Essay Response

Benchmark:
-

Alternative:
- Kahoot, Quizlet Live, Google Slides Student Presentations

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
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.
W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a

style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis, Essay Construction

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - 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.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
    - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of the collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

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Time Frame	2 Weeks

Topic

Contemporary Issues

Alignment to Standards

- **6.2.12.CivicsHR.6.a:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- **6.2.12.CivicsHR.6.b:** Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- **6.2.12.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy
- **6.2.12.EconGE.6.b:** Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- **6.2.12.EconGE.6.c:** Relate the rise of the Internet and social media to global economy.
- **6.2.12.GeoPP.6.a:** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- **6.2.12.HistoryCC.6.a:** Evaluate the impact of terrorist movements on governments, individuals and societies.

Learning Objectives and Activities

Students will be able to:

- Compare unrest and violence in former Yugoslavia, Rwanda, Somalia, and Ukraine.
- Interpret the long term ramifications of Brexit and the renegotiations of NAFTA
- Judge the effectiveness of the UN in recent years and in specific situations
- Explain the Paris Climate Agreement
- Distinguish between the various terror groups and their role on Terrorism in the world.
- Connect the relationship between Internet / Social Media to the global economy

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Assessments

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- Class discussion
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- Exit Ticket
- Do Now Activity
- Homework Assessment

Summative:

- Unit quizzes
- Tests/Open Ended Essay Response

Benchmark:

- Skills Assessment/DBQ Analysis

Alternative:

- Kahoot, Quizlet Live, Google Slides Student Presentations

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
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.
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- DBQ Analysis, Close Reading Strategies, Primary Source Analysis, Essay Construction

Career Readiness, Life Literacies, and Key Skills

- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests

and postsecondary plans.

- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative
- career plans based on those skills.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Technology Integration

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Career Education

CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Curriculum Companion
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- 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 enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

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- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns