Pascack Valley Regional High School District

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

Course Name: Honors World History

Born on: August, 2020
Current Revision: July, 2026
Board Approval: 8/24/2026

HONORS WORLD HISTORY : Course Description

The objectives of the Honors World History program focus on advanced analysis, synthesis, and evaluation of historical evidence. Students are expected to sustain a high level of academic engagement, demonstrate sophisticated critical thinking, and work as self-directed learners. Students will conduct independent research and communicate evidence-based historical interpretations through rigorous writing, discussion, and presentation.

This course provides sustained honors-level challenge through complex primary and secondary sources, advanced research, timed and extended writing, seminar discussion, debate, projects, and independent work. Students enrolled in Honors World History are expected to maintain at least a B average throughout the year for continuation in the Honors Program, unless otherwise approved by the Supervisor.

Course Overview:

Throughout this full-year course, students will examine political, economic, cultural, social, and technological developments across Europe, East Asia, the Middle East, Africa, and the Americas through a sequence of units of study. The course emphasizes inquiry-based learning, historiography, source analysis, independent research, and evidence-based argumentation. Class time includes teacher-guided instruction, seminar discussion, collaborative learning, problem solving, writing, debate, creative projects, and connections to current events. Emphasis is placed on organization, time management, research, advanced writing, and public speaking.

Student Outcomes:

Helping students develop and effectively use a wide variety of skills is a central purpose of social studies. These skills are central to one's learning throughout life. A command of these tools will be of assistance to students in understanding their society and in becoming productive members of local, national, and global communities.

Students will be able to:

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasive written and oral arguments to present positions on controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions
- Evaluate evidence from primary and secondary sources
- Develop well-written claims based on factual evidence and valid reasoning
- Compare and contrast points of view from multiple authors or sources
- Recognize cause and effect
- Develop and practice debating skills
- Analyze differences in historical interpretation

- Continue to develop research skills through the use of electronic sources, such as scholarly articles from online databases.
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Prepare in a timed period, a valid essay based on a set of given documents.
- Analyze and evaluate historical patterns of continuity and change over time.
- Identify, analyze and synthesize information on maps, globes, photos, timelines, etc.
- Understand and explain geographic settings of historical and current events
- Evaluate the influence of geography upon history and culture
- Analyze cartoons as a means of expressing viewpoints
- Identify and understand the distinguishing characteristics and duration of historical periods.

Interdisciplinary Connections
Teachers will combine, integrate and infuse disciplines as needed. ELA reading, writing, speaking and listening assignments are infused throughout the curriculum to develop basic reading and comprehension skills. Other suggestions for interdisciplinary connections:

- Career Transition
- Mathematics and Business can be combined with economic units
- Science can be combined with discussion of climate change
- Art, music and literature will be called upon to supplement what is learned in history and develop cross curricular development
- The teacher will collaborate with the library media specialist on various research units.

Accommodations and Modifications: Each unit has examples of accommodations/modifications. Charts of accommodations/ modifications are found at the end of the document.

Amistad/Holocaust/LGBTQ+/Climate Change/AAPI/DEI Connections

Amistad Connection:
Students will learn about the Trans-Atlantic Trade Routes with a focus on the Middle Passage, the history of the African kingdoms, the treatment and labor practices of Africans in the New World, and successful abolitionist movements and revolutions. These topics give special importance to the history of Africans and African Americans in our world history.

Holocaust Connections:
Students will learn about the Armenian Genocide and the Holocaust as ways to highlight Holocaust and Genocide studies in the World History curriculum. Students also apply the information learned to the continuation of future genocides that occur in the second half of the 20th century, and continue to today.

LGBTQ+/Disabilities:
Students will study the contributions of members of the LGBT+ and disabled communities in world history. Significant contributors include Lili Elbe, a famous Danish artist who was one of the first people to attempt gender reassignment surgery, Alan Turing, who invented the modern computer during WWII, and Josef Kohout, one of the only gay survivors to share his Holocaust story. Students will also look at the activism within the LGBTQ+ community on a global scale.

Climate Change:

Students will study the impact of humans on the environment and the environment on humans. Students will analyze the environmental impact of the Columbian Exchange, its impact on populations and on ecosystems. Significant areas of interest will be on the industrial age and the pollution that was caused by the new factory system as worlds went from agrarian to industrial and from rural to urban. Students will study how immigration patterns have been altered by changes in climate and the environment.

Asian American and Pacific Islander Connections:

Students will connect global history to the migration, diaspora, and contributions of Asian American and Pacific Islander communities in New Jersey and the United States. Connections may include Chinese and Japanese immigration, Filipino and Pacific Islander experiences under imperialism, Asian and Pacific Islander military service and incarceration during World War II, post-1965 migration, and the political, economic, social, and cultural contributions of AAPI individuals and communities.

DEI: Diversity, Equity, and Inclusion (DEI): Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, and/or political perspective. Populations that have been, and remain, underrepresented among practitioners in the field and marginalized in the broader society. For example: DEI aspects will start with the review introduction unit when reviewing Europe's dark ages, but simultaneously the golden ages of the Middle East and China, the Aztec experience during the First Age of Global Encounters, and the Latin American lens in the Attempting a New World Order unit. Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. To that end, this can be achieved through consideration of diverse histories, experiences and perspectives that promote the dignity and respect of all individuals. This can be seen through the lenses of the Amistad Connection, Holocaust Connections, AAPI Connections, and LGBTQ+/Disabilities as well as other underrepresented groups in world history and contemporary global society. These resources and experiences are listed throughout this curriculum.

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments	Suggested Materials
ongoing	**OVERALL COURSE:** Essential Questions: 1) Why do we study history? 2) What regions of the world adhere or reject their classical values? 3) Which cultures value the individual over the group, or the group over the individual? 4) Does history illustrate steady progress, regress, undulation? What overall pattern can be perceived? 5) What is the primary motivator in world conflicts and decision-making: economic concerns, or belief systems? 6) How does artistic expression reflect the beliefs of a society? 7) How does geography affect culture, economics, values, politics, etc.? 8) Have human problems, issues, concerns, etc., changed or has it stayed the same over time? 9) Is human history a tale of class struggle, class symbiosis, ethnicity, nationalism, warfare, technological advancement, philosophical/religious concerns?	**NJSLS Social Studies** 6.2 World History/Global Studies 6.3 Active Citizenship in the 21st Century Practices: See course-level alignment.	Develop historical questions and plan inquiries. Evaluate primary and secondary sources for credibility, context, perspective, and relevance. Develop evidence-based claims, explanations, and arguments. Compare diverse perspectives and connect historical developments to contemporary issues.	**Assessment Key:** F = Formative S = Summative B = Benchmark A = Alternative assessment	Unit-specific primary and secondary sources, maps, charts, visual sources, multimedia, scholarly databases, and teacher-selected supplemental materials.

Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments	Suggested Materials
4 weeks	**Introduction and Review:** Unit Essential Questions: 1) What elements of ancient and classical cultures still affect us today? 2) Can the term Dark Ages be used to describe the entire time period of the Middle Ages? 3) In what ways were the Middle Ages a time of global encounters and innovation?	**NJSLS Social Studies** 6.2.12.GeoSV.1.a 6.2.12.GeoGE.1.a 6.2.12.GeoPP.1.a Practices: See alignment. **ELA Companion:** RI.CR.9-10.1, RI.IT.9-10.3, L.VL.9-10.3, W.WR.9-10.5, W.SE.9-10.6 W.AW.9-10.1 **Interdisciplinary Connections** **Language Arts -** Students write essays comparing Medieval societies in Eurasia **Art** - Students are viewing, studying, comparing, contrasting, and evaluating different types of art from this time period. ELA RI.CR.9-10.1 RI.CI.9-10.2 RI.PP.9-10.5. RI.MF.9-10.6 RI.CT.9-10.8 RI.AA.9-10.7	Compare and contrast American law, government and philosophy with those of classical civilizations, and determine the extent to which the early civilizations influenced the present. Explain the interaction between geography, politics, economics and culture in various locations, as well as the interactions between those locations (i.e. Europe and East Asia). Determine the extent to which various innovations like printing, the compass, and Arabic numerals derived from European interaction with Islam and Asia, and led to European development. Explore contributions of Eurasian society including Japan, South Asia, and China	Classical Cultures Map F How To Be A…. Project (i.e. Roman emperor or medieval monk) F Simulation of a Classical School F Write an Essay on Theories of History S Postcards From Around the World F Presentation on Regions of the World S Feudalism Simulation S Alternative Assessment (A): presentation, visual product, oral response, or modified performance task. **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Guided questions and note taking Provide student with essential vocabulary Graphic organizers Provide an Outline for writing assessments	Crash Course Video: The Dark Ages...How Dark Were They, Really? During this time, the Muslims expanded and flourished in the present-day Middle East. • became the world's center of scholarship/learning •great strides in medicine - excerpts from Ibn Sina's, *Canon of Medicine* During this time China was experiencing their Golden Age. Some of their accomplishments include: • created incredible art, porcelain, and poetry • government based on meritocracy - Excerpts From Emperor Taizong on Effective Government Issues in Social Studies: Unity and Diversity (Annenberg Learner)

		W.AW.9-10.1 W.WR.9-10.5 W.SE.9-10.6 W.IW.9-10.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a **Career Readiness, Life Literacies, and Key Skills** 9.2.12.CAP.13 9.4.12.IML.2 9.4.12.GCA.1 Computer Science 8.1.12.DA.5		Re-teaching and review Provide student with essential vocabulary Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents and debate	

Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments/Activities	Suggested Material

4 weeks	**First Age of Global Encounters:** Unit Essential Questions: 1) To what extent was the Renaissance truly a rebirth? 2) Would the Reformation have been as successful had the printing press not been invented? 3) Were the effects of humanism positive or negative? 4) How are the values of the Renaissance and Reformation still around today? 5) Did non-Western cultures experience a renaissance as well, particularly Turkey, China, Japan, Iran, Songhai, Mexico and Peru? 6) How did the European Renaissance affect other parts of the world? 7) Can the Renaissance be considered the first modern era?	**NJSLS Social Studies** 6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.b 6.2.12.HistoryCC.2.c 6.2.12.HistoryCC.1.d 6.2.12.HistoryUP.2.a 6.2.12.HistoryCC.1.e 6.2.12.CivicsPR.2.a 6.2.12.GeoGE.1.b 6.2.12.GeoGE.1.c 6.2.12.GeoGE.1.d 6.2.12.HistoryCC.1.f 6.2.12.HistoryCC.1.g Practices: See alignment. **ELA Companion** W.WR.9-10.5, W.SE.9-10.6, W.AW.9-10.1 **Interdisciplinary Connections** Art - Students are viewing, studying, comparing, contrasting, and evaluating different types of art. Science - Students are studying historic scientific discoveries and applying those discoveries to today's known scientific facts. Language Arts - Students are writing short essays analyzing Renaissance art.	Determine the factors that led to the Renaissance and the impact on the arts and politics. Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. Analyze the political, cultural, and moral role and legacy of Catholic and Protestant Christianity in Europe and its colonies. Compare and contrast the motivations and methods of various empires (Ming, Japanese, Spanish, Mughal, Ottoman) and assess why some succeeded and others failed. Define exploration vocabulary. Identify the nations that dominated the race for global expansion. Compare and contrast how different empires rose and expanded their territory. Examine how certain empires governed and	Exploration Project/Presentation F Skit Illustrating a Cultural Interaction F Create a piece of Renaissance art F Reformation Travel Log F Role Play of Significant Renaissance Character F Pick a modern day "Renaissance Man" and write a short research paper on this individual F Gallery walk of Renaissance art F Tour of the Sistine Chapel: http://www.vatican.va/various/cappelle/sistina_vr/ Compare/Contrast between two of the following: Lutheranism, Roman Catholicism, and another Protestant sect (Calvinism, Presbyterian, Anabaptists) S Alternative Assessment (A): presentation, visual product, oral response, or modified performance task. **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:**	Italian Renaissance Art including *The Last Supper*, *The School of Athens*, *The Birth of Venus*, *The Lamentation of Christ* Northern Renaissance Art including *Landscape with the Fall of Icarus*, *The Ghent Altarpiece*, *The Arnolfini Wedding* Map of Europe during the Renaissance Renaissance Architecture: Look at Florence (i.e. *Brunelleschi's Dome*, *The Florence Baptistery*) Luther's 95 Theses Map of the changing religious patterns throughout Europe during the Protestant Reformation Maidens and Manuscripts - Taking a fresh look at people and events from 1347 to 1625, with a focus on women and illuminated manuscripts. Ming China - The Renaissance Outside of Europe Zheng He: Aggressor or Ambassador? Mughal India: The life of Akbar the Great

		ELA RI.CR.9-10.1 RI.CI.9-10.2 RI.PP.9-10.5. RI.MF.9-10.6 RI.CT.9-10.8 RI.AA.9-10.7 W.AW.9-10.1 W.WR.9-10.5 W.SE.9-10.6 W.IW.9-10.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a **Career Readiness, Life Literacies, and Key Skills** 9.4.12.IML.2 9.4.12.GCA.1 9.4.12.TL.1 Computer Science 8.1.12.DA.5	controlled their people compared to others. Determine the various technological innovations that helped Europeans explore the world.	Guided questions and note taking Provide student with essential vocabulary Graphic organizers Provide an Outline for writing assessments Re-teaching and review Provide student with essential vocabulary Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents and debate	Japan, 1400–1600 A.D. | Heilbrunn Timeline of Art History Issues in Social Studies: Unity and Diversity (Annenberg Learner) Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)

Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments/Activities	Suggested Materials
4 weeks	**First Age of Global Encounters II:** Unit Essential Questions: 1) Did the interactions between the Europeans and non-Europeans produce more harm than good, or 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?	**NJSLS Social Studies** 6.2.12.GeoPP.1.a 6.2.12.GeoGE.1.b 6.2.12.GeoGE.1.c 6.2.12.GeoGE.1.d 6.2.12.HistoryCC.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.e 6.2.12.HistoryCC.1.f 6.2.12.HistoryCC.1.g 6.2.12.GeoPP.2.a Practices: See alignment. **ELA Companion:** RI.CR.9-10.1, RI.IT.9-10.3, L.VL.9-10.3, W.WR.9-10.5, W.SE.9-10.6 W.AW.9-10.1 **Interdisciplinary Connections** Math - Students are studying charts, graphs, economic growth and income of European countries. World Language - Students are learning new Spanish, French and Portuguese vocabulary.	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans. Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. Determine how the Columbian Exchange and the Triangle Trade have impacted the way society is today. Examine notable explorers and how their discoveries impacted exploration. Explain the push and pull factors leading people to leave the Old World and settle in the New World. Analyze the impact Columbian Exchange and Triangle Trade had on	*Spain and the New World* F Create a map that charts the transfer of items/ideas/diseases from Old to New World and New to Old World F Write an analysis of one item exchanged in the Columbian Exchange and how it impacted either the New or Old World (i.e. slaves, Christianity, the potato, smallpox, the horse) F Select a European country and trace their path of domination to an area in the Pacific. F Read primary accounts of the Middle Passage F Alternative Assessment (A): presentation, visual product, oral response, or modified performance task. **Differentiation for Diverse Learners /Accommodations** **Special Ed/504:** Social Stratification Charts	Map of European explorer's routes Map of Triangle Slave Trade Image of Middle Passage Slave Ship Charts that show the demographic changes in South America. Including conversions to Christianity, mortality rates of native population, the changing ethnic groups (mestizos, peninsulares etc.) Atlantic Slave Trade Chart (carriers and destinations): http://www.fordham.edu/hallsall/mod/sl-trade.gif The 1619 Project podcast Excerpts from the Pangye surok: Yu Hyôngwôn on Abolishing Slavery Document includes the lens of the Aztecs responding to Cortez Primary source on the trans-Atlantic slave trade: Olaudah Equiano The Chinese Emperor responds to the King of Britain

		Language Arts - Students write essays on European explorers and read and analyze primary sources. ELA RI.CR.9-10.1 RI.CI.9-10.2 RI.PP.9-10.5. RI.MF.9-10.6 RI.CT.9-10.8 RI.AA.9-10.7 W.AW.9-10.1 W.WR.9-10.5 W.SE.9-10.6 W.IW.9-10.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a	Europeans, Africans, and the indigenous people of the Americas. Analyze the risks and rewards of exploration and conquest in the New World. Assess the impact European Conquest had socially, politically, economically, environmentally, and culturally in the New and Old world. Compose an exploration advertisement to assess exploration knowledge.	Maps with drawn trade routes and labeled continents Provide student with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments	Bartolome de Las Casas, *Excerpt from Brief Account of the Devastation of the Indies*. (1542) Aztec Accounts of the Meeting of Montezuma and Cortes's Troops China and Silver Qing response to the introduction of Christianity into China (Written by Confucian scholar) Issues in Social Studies: Unity and Diversity (Annenberg Learner) Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations (National Council for the Social Studies) Teaching Black History Year-Round Requires Rigorous Sight (Edutopia)

		Career Readiness, Life Literacies, and Key Skills 9.2.12.CAP.13 9.4.12.CT.2 9.4.12.IML.2 Computer Science 8.1.12.DA.5			

Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments/Activities	Suggested Materials
4 weeks	**Age of Absolutism:** Unit Essential Questions: 1) What makes absolute rule absolute? 2) Was the power of the absolute monarchs more or less total than that of 20th century dictators? 3) Did the church draw its power from the absolute monarchs, or did the monarchs draw their power from the church? 4) Did the nature of war and the rationale behind war change compared to the previous time period? 5) How is absolutism reflected by Mughal, Manchu and Tokugawa rule in Asia, Ethiopia under the Solomonids, Russia under the Romanovs, and other areas of the world (Vietnam, Korea, Indonesia)?	**NJSLS Social Studies** 6.2.12.CivicsPR.2.a 6.2.12.CivicsPR.2.b 6.2.12.GeoGE.1.a 6.2.12.HistoryCC.1.e Practices: See alignment. **ELA Companion** W.WR.9-10.5, W.SE.9-10.6, W.AW.9-10.1 **Interdisciplinary Connections** **Art:** Students will evaluate the architecture of different world absolutists to convey and denote power within their empire. ELA RI.CR.9-10.1 RI.CI.9-10.2 RI.PP.9-10.5. RI.MF.9-10.6 RI.CT.9-10.8 RI.AA.9-10.7 W.AW.9-10.1 W.WR.9-10.5 W.SE.9-10.6 W.IW.9-10.2	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. Determine the reasons and consequences of the rise of centralized nation states in Europe, Asia and Africa (i.e. French absolutism, Tokugawa Shogunate). Relate the development of more modern banking and financial systems to European economic influence in the world. Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.	Trial of an Absolute Monarch F Make a Case that a Monarch is more Medieval, Renaissance or Enlightenment S Map of the 17th Century World F Project on Mercantilism F Poster of Absolute Monarchy F Alternative Assessment (A): presentation, visual product, oral response, or modified performance task. **Differentiation for Diverse Learners/Accommodations** **Special Ed/504:** Excerpts from the Declaration of Independence and Declaration of the Rights of Man and Citizen Maps with drawn battle routes and labeled countries Provide student with essential vocabulary	Jean Domat (1625-1696): *On Social Order and Absolute Monarchy* The use of architecture to justify/ express power in Ming China: Temple of Heaven Japan's edict on isolationism Mughal Art on religious tolerance: Krishna Holds Up Mount Govardhan to Shelter the Villagers of Braj Catherine the Great Proposals for a New Law Code 1767 Issues in Social Studies: Unity and Diversity (Annenberg Learner) Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)

		Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.2 9.4.12.IML.8 9.4.12.GCA.1 Computer Science 8.1.12.DA.5	Define absolutism vocabulary. Identify the characteristics of absolute monarchy, including the concept of divine right. Determine how absolute monarchies were able to rise to power and control every aspect of society within their empire. Determine why kings/queens/ nobility could be homosexual and break the law at the time without getting in trouble (ex. James VI / James I). Explain how Spanish power grew under Charles V and Phillip II. Understand how France built a centralized monarchy after the wars of religion. Evaluate the positives and	Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments Small Primary Source Excerpts of Hobbes and Locke given ahead of time **Gifted and Talented:** Full Primary Source Analysis of Hobbes, Locke, and Rousseau, Montesquieu, Voltaire, Kant, and Descartes Enlightenment Philosophy and Revolution debate Primary Source Analysis of the Declaration of the	

			negatives of an absolute monarchy. Evaluate Louis XIV as a monarch. Describe how the arts flourished in Spain and France. Predict the results of the Spanish Armada. Create a social media page for an absolute monarch.	Rights of Man and Citizen	

Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments/Activities	Suggested Materials
2 weeks	**The Enlightenment:** Unit Essential Questions: 1) Were Enlightenment ideas based on evidence, or were they simply the ideas of the writers? 2) How did the writers of the Enlightenment affect the American constitution? 3) How do the scientific innovations of the scientific revolution alter world views? 4) Is it possible for a monarch to be absolute and enlightened at the same time? 5) Why does a rift develop between science and religion, and does it still exist today? Which side dominates today? 6) Is the American constitution a throw-back to the Medieval ideal of separating church and state, or is it a more modern idea? 7) Are humans naturally good or evil (Locke vs. Hobbes)?	**NJSLS Social Studies** 6.2.12.CivicsPR.2.a 6.2.12.CivicsPR.2.b 6.2.12.EconGE.2.a 6.2.12.GeoPP.2.a 6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.b 6.2.12.HistoryCC.2.c 6.2.12.HistoryUP.2.a Practices: See alignment. **ELA Companion** W.WR.9-10.5, W.SE.9-10.6, W.AW.9-10.1 **Interdisciplinary Connections** **Language Arts - Students are writing short essays analyzing Enlightenment philosophies** ELA RI.CR.9-10.1 RI.CI.9-10.2 RI.PP.9-10.5. RI.MF.9-10.6 RI.CT.9-10.8 RI.AA.9-10.7	Determine how the principles of the Enlightenment – rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education – altered political thought in Europe, and trace the impact of these ideas over time throughout the world. How did ideas from the Renaissance and Reformation lead to a revolution in science? How did a revolution in science lead to the intellectual movement known as the Enlightenment? In what ways and to what extent did Enlightenment ideals influence reform movements and movements for independence in this period?	Science experiment F Salon Simulation F Make an Invention F Debate on Human Nature (naturally good or evil?) S Is My Enlightenment Thinker Better than Yours? (debate, role play) S How is the *Declaration of Independence* an Enlightenment document? S *Enlightened Monarchs* F *Enlightenment Philosophers* F Trial of Galileo Galilei S Analyze the writings of one major Enlightenment thinker F Alternative Assessment (A): presentation, visual product, oral response, or	John Locke *Two Treatises on Government* Jean Jacque Rousseau *The Social Contract* *The Declaration of Independence* Akbar the Great and the precedent set by India to be religiously tolerant: Queen Elizabeth and Akbar Mary Wollstonecraft excerpts *Vindication of the Rights of Men* *A non-European Enlightenment thinker: Zara Yaquob of Ethiopia (includes excerpts from his own works)* Deaf German composer Ludwig van Beethoven Issues in Social Studies: Unity and Diversity (Annenberg Learner) Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)

		W.AW.9-10.1 W.WR.9-10.5 W.SE.9-10.6 W.IW.9-10.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.2 9.4.12.IML.2 9.4.12.IML.8 Computer Science 8.1.12.DA.5	How did various governments respond to pressure from the people for self-government, reform, and revolution? Were these responses successful? Why or why not?	modified performance task.	

Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments	Suggested Materials
2 weeks	**The French Revolution:** Unit Essential Questions: 1) How do religious, musical, literary, and artistic trends in the French Revolution differ from those of the previous era? 2) Why did the French Revolution become the classic model for later revolutions? 3) Was the outcome of the French Revolution truly revolutionary? (Does the fact that Napoleon becomes an emperor negate the revolutionary ideas?) 4) Was Robespierre the first modern dictator, and were his ideals admirable or evil? 5) How do exchanges of ideas (such as salons, online communities) impact politics and society? 6) How did the French Revolution and Napoleonic Era impact the rest of Europe? Did they help or hinder the spread of enlightenment ideas? 7) Was the French Revolution worth the cost?	**NJSLS Social Studies** 6.2.12.CivicsPR.2.b 6.2.12.CivicsPI.3.a 6.2.12.CivicsPD.3.a 6.2.12.CivicsDP.3.a 6.2.12.CivicsDP.3.b 6.2.12.HistoryCC.3.a 6.2.12.GeoGI.3.a 6.2.12.EconGE.3.a 6.2.12.EconGE.3.b Practices: See alignment. **ELA Companion** RI.CR.9-10.1, RI.CI.9-10.2, RI.TS.9-10.4, W.WR.9-10.5, W.SE.9-10.6 W.AW.9-10.1 **Interdisciplinary Connections** **Language Arts -** Students are reading primary sources and writing the Reign of Terror essay **Science -** Students are understanding new inventions and techniques of industrialization **Math -** Students are reading maps to understand distance and space between countries ELA	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions. Analyze the causes, motivations, and consequences of dictatorial rule Assess the short and long-term social, economic consequences of the violence and destruction of the French Revolution. Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. Analyze the impact of new scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. Analyze the impact of new intellectual and philosophical ideas on	Make a Revolutionary Bulletin (from a particular Estate) F Graphic Novel of the French Revolution S Create Resume of Famous Character (i.e. Napoleon) S Skit Illustrating the Republic of Virtue S RAFT activity for the various individuals involved in the French Revolution (peasants, women, clergy, monarch etc.) S Alternative Assessment (A): presentation, visual product, oral response, or modified performance task. **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Excerpts from the Declaration of Independence and Declaration of the Rights of Man and Citizen Maps with drawn battle routes and labeled countries	*The French Revolution* History Channel DVD *The Declaration of the Rights of Man* Political Cartoon of French Revolution Three Estates Maximilien Robespierre: *Justification of the Use of Terror* Speech Olympe De Gouges excerpts *What is the Third Estate* by Abbe Sieyes: http://www.fordham.edu/halsall/mod/sieyes.asp Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)

		RI.CR.9-10.1 RI.CI.9-10.2 RI.PP.9-10.5. RI.MF.9-10.6 RI.CT.9-10.8 RI.AA.9-10.7 W.AW.9-10.1 W.WR.9-10.5 W.SE.9-10.6 W.IW.9-10.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.1 Computer Science 8.1.12.DA.5	how humans viewed themselves, their government, and their private life. Analyze the relationship between the rise of democratic and social reforms, including the expansion of parliamentary government	Provide student with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments Small Primary Source Excerpts of Hobbes and Locke given ahead of time **Gifted and Talented:** Full Primary Source Analysis of Hobbes, Locke, and Rousseau, Montesquieu, Voltaire, Kant, and Descartes Enlightenment Philosophy and Revolution debate	

				Primary Source Analysis of the Declaration of the Rights of Man and Citizen	

Time Frame	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments/Activities	Suggested Materials
2 weeks	**The 19th Century: Attempting a New World Order** Part II: World-Wide Revolutions. Unit Essential Questions: 1) Did the French revolution set the stage for the revolutions of the 19th and early 20th centuries? 2) Did the French Revolution cause a reactionary response to enlightenment ideas during the 19th century? 3) Did the revolutions of the 19th century succeed or fail? 4) Are there special preconditions that must exist, as Karl Marx believed, before a revolution occurs? 5) Has the age of revolutions ended? 6) How did ideas of Enlightenment impact revolutions in The Americas (New Spain)	**NJSLS Social Studies** 6.2.12.CivicsDP.3.a 6.2.12.CivicsDP.3.b 6.2.12.HistoryCC.3.a 6.2.12.EconGE.3.c 6.2.12.EconET.3.a 6.2.12.EconET.3.b 6.2.12.HistoryCC.3.b 6.2.12.HistoryUP.3.a 6.2.12.HistoryCC.3.c Practices: See alignment. **ELA Companion** RI.CR.9-10.1, RI.CI.9-10.2, RI.TS.9-10.4, W.WR.9-10.5, W.SE.9-10.6 W.AW.9-10.1 **Interdisciplinary Connections** Language Arts - Students are reading primary sources and writing the Reign of Terror essay Math - Students are reading maps to	Relate the role of geography to the spread of independence movements in Latin America. Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.	Debate the Impact of the French Revolution S Revolutions Per Minute Project S Simulation of the Congress of Vienna S Compare and Contrast Atlantic Revolutions (Haitian, American, French) S **Diverse Learners/ Accommodations** **Special Ed/504:** Guided questions and note taking Provide student with essential vocabulary Graphic organizers Provide an Outline for writing assessments Re-teaching and review Provide student with essential vocabulary Graphic organizers Scaffolding of assignments Guided questions and note taking	Excerpts from *The Communist Manifesto* Excerpts from Haitian Declaration of Independence Map of Latin American revolutions Simon Bolivar speech Father Hidalgo: Grito De Dolores Juan Pablo Viscardo's Letter to the Spanish Americans (1799) Rosa May Billinghurst disabled suffragette Issues in Social Studies: Unity and Diversity (Annenberg Learner) Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies) Toward Responsibility: Social Studies Education

		understand distance and space between countries ELA RI.CR.9-10.1 RI.CI.9-10.2 RI.PP.9-10.5. RI.MF.9-10.6 RI.CT.9-10.8 RI.AA.9-10.7 W.AW.9-10.1 W.WR.9-10.5 W.SE.9-10.6 W.IW.9-10.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.2 9.4.12.GCA.1		Provide an Outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents and debate Alternative Assessment (A): presentation, visual product, oral response, or modified performance task.	that Respects and Affirms Indigenous Peoples and Nations (National Council for the Social Studies)

		9.4.12.IML.2 Computer Science 8.1.12.DA.5			

Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments/Activities	Suggested Materials
2 weeks	The Industrial Revolution. Unit Essential Questions: 1) Can industrialism happen anywhere in the world, and at any time? 2) Are the ideas of the utopians realistic? 3) Was England in fact the logical starting point for the Industrial Revolution? 4) How do trends of the 19th century lead to world war? 5) How did industrialization lead to imperialism and what impact did this have around the world (Africa, Asia, Latin America). 6) Analyze the role new technology played in the move towards an industrial society. 7) How did the Industrial Revolution impact class structure, family structure, and gender relations?	**NJSLS Social Studies** 6.2.12.CivicsPI.3.a 6.2.12.CivicsPD.3.a 6.2.12.CivicsDP.3.b 6.2.12.EconGE.3.a 6.2.12.EconGE.3.b 6.2.12.GeoGI.3.a 6.2.12.EconGE.3.c 6.2.12.HistoryCC.3.b 6.2.12.HistoryCC.3.c Practices: See alignment. **ELA Companion** RI.CR.9-10.1, RI.CI.9-10.2, RI.TS.9-10.4, W.WR.9-10.5, W.SE.9-10.6 W.AW.9-10.1 **Interdisciplinary Connections** **Science -** Students are understanding new inventions and techniques of industrialization ELA RI.CR.9-10.1 RI.CI.9-10.2 RI.PP.9-10.5. RI.MF.9-10.6 RI.CT.9-10.8 RI.AA.9-10.7 W.AW.9-10.1	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes. Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. Relate the Industrial Revolution to population growth, new migration patterns, urbanization, family life, daily life for men, women and children, as well as the environment. Explain how various political and social groups reacted to each other. Analyze a variety of resources from multiple perspectives to comprehend the reactions of various governments in response to pressure from the people for	Assembly Line F Debate: Does Technology simplify life or complicate it? S Debate: Was life better in Industrial Europe or some time in the past? S Shadow Box of Industrial Exhibit F The Urban Game F Jigsaw activity explaining impact of different technological innovations during the Industrial Revolution F **Diverse Learners/ Accommodations** **Special Ed/504:** Guided questions and note taking Provide student with essential vocabulary Graphic organizers Provide an Outline for writing assessments Re-teaching and review **Multilingual Learners:** Provide student with essential vocabulary Graphic organizers Scaffolding of assignments	Map of Europe and the changing landscape (railroad lines, canals, cities etc). Chart of the spread of railways in Europe Women in coal mines primary sources Lowell Mills Girls primary source Map of Industrial England Factory Gender/Age Demographics Industrialization in Japan Secondary Source/Meiji Restoration: Japanese artwork that reflects the Industrial Revolution The Sadler Committee Report (1832) Issues in Social Studies: Unity and Diversity (Annenberg Learner) Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)

		W.WR.9-10.5 W.SE.9-10.6 W.IW.9-10.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.2 9.4.12.IML.3 9.4.12.GCA.1 Computer Science 8.1.12.DA.5	self-government, reform, and revolution. 26. Predict how the factory system and transportation revolution advanced industry.	Guided questions and note taking Provide an Outline for writing assessments Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents and debate Alternative Assessment (A): presentation, visual product, oral response, or modified performance task.	

Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments/Activities	Suggested Materials

2 weeks	Imperialism: Unit Essential Questions: 1) Could the ideas of one group of people be better than others? 2) Did imperialism unite the world or divide the world? 3) Did the world experience more benefit or suffering from Western imperialism? 3) Do good ideas spread around the world without imperialism? 3) If China or Islam had imperialized the world instead of the West, how would the world be different? 4) How do industrialism, imperialism, secularism and political revolution connect to each other: i.e. What effect did industrialism have on secularism, or secular Darwinism on imperialism, etc?	**NJSLS Social Studies** 6.2.12.EconET.3.a 6.2.12.HistoryCC.3.a 6.2.12.HistoryCC.3.c 6.2.12.HistoryUP.3.a Practices: See alignment. **ELA Companion** RI.CR.9-10.1, RI.CI.9-10.2, RI.TS.9-10.4, W.WR.9-10.5, W.SE.9-10.6 W.AW.9-10.1 **Interdisciplinary Connections** **Language Arts -** Students are reading primary sources about the Scramble for Africa. **Art -** students evaluate political cartoons and illustrations demonstrating imperialism. ELA RI.CR.9-10.1 RI.CI.9-10.2 RI.PP.9-10.5. RI.MF.9-10.6 RI.CT.9-10.8 RI.AA.9-10.7 W.AW.9-10.1 W.WR.9-10.5	Analyze the extent to which racism and other 19th century philosophies (Social Darwinism) were both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives. Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialism. Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations. Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914. Define imperialism vocabulary.	Debate on Pros and Cons of Imperialism S Project/Presentation on Pros and Cons of Imperialism S Project on World if Asia or Africa had imperialized S Berlin Conference Simulation S Write an essay comparing the positive and negative impact of imperialism on India S Imperialism Dinner Party Sasinschools website QL#390 Alternative Assessment (A): presentation, visual product, oral response, or modified performance task. **Differentiation for Diverse Learners/Accommodations** **Special Ed/504:** Provide student with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking	Map of spheres of influence in China Political cartoons of spheres of influence Map of Africa pre colonization (charting all regional native territories) Rudyard Kipling's *White Man's Burden* and response: *The Black Man's Burden* *The Poor Man's Burden* Sepoy Rebellion primary account: *http://www.fordham.edu/halsall/mod/1857Greathed.asp* *Yaa Asantewa, Ashanti queen mother, speech to chiefs, West Africa, 1900* Issues in Social Studies: Unity and Diversity (Annenberg Learner) Teaching Black History Year-Round Requires Rigorous Sight (Edutopia) *The Battle of Adwa* from the Italian-Ethiopian War as depicted by an Ethiopian artist AAPI connection: Filipino and Pacific Islander perspectives on imperialism, annexation, migration,

		W.SE.9-10.6 W.IW.9-10.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a **Career Readiness, Life Literacies, and Key Skills** 9.4.12.GCA.1 9.4.12.IML.2 9.4.12.IML.8 Computer Science 8.1.12.DA.5	Identify how Gandhi was able to use nonviolence to unite his country and overthrow India's imperial Rule. Summarize how technology and other factors contributed to the spread of imperialism. Describe the characteristics of imperial rule. Determine how the Industrial Revolution helped the West succeed in this new age of imperialism. Compare and contrast how imperialism impacted the economic, political,social, and cultural life of the natives in Africa, Asia, and Latin America. Determine why natives that were imperialized were unable to immediately rebel and overthrow their imperial rule. Analyze a map pre-imperialism and post-imperialism to determine the impact imperialism had on countries' borders.	Provide an Outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Scramble for Africa Risk Game Imperialism Project Presentations	and anti-imperialist movements.

			Explain the political, economic, and social causes of European imperialism. Evaluate the cultural, political, and social effects of imperialism. Assess why Africa, Asia, and Latin America were the targets during the new age of imperialism.		

Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments/Activities	Suggested Materials

2 weeks	Political & Social Philosophy: Unit Essential Questions: 1) Why did the philosophers of the 19th century turn to secularism/atheism as an underlying assumption? 2) Were the effects of secularism positive or negative? 3) How do the secular philosophies of the 19th century still affect us today? 4) How did the philosophies of the 19th century affect Western views of other people groups (i.e. imperialism) 5) How do trends, philosophies and events of the 19th century lead eventually to world war? 6) What is appealing or unappealing about Communism, Capitalism, Socialism, Utilitarianism, etc.?	**NJSLS Social Studies** 6.2.12.CivicsPI.4.a 6.2.12.EconET.3.b Practices: See alignment. **ELA Companion** RI.CR.9-10.1, RI.CI.9-10.2, RI.TS.9-10.4, W.WR.9-10.5, W.SE.9-10.6 W.AW.9-10.1 **Interdisciplinary Connections** **Language Arts:** Students will read and write about primary sources **Economics:** Students will study the economic differences between communism, socialism, and capitalism. ELA RI.CR.9-10.1 RI.CI.9-10.2 RI.PP.9-10.5. RI.MF.9-10.6 RI.CT.9-10.8 RI.AA.9-10.7 W.AW.9-10.1 W.WR.9-10.5 W.SE.9-10.6	Compare the characteristics of capitalism, communism, nationalism and socialism to determine why each system emerged in different world regions. Define nationalism vocabulary. Compare the goals of conservatives and liberals in 19th century Europe. Identify the influence of liberty, equality, and nationalism on political revolutions. Analyze how nationalism grew as a political ideology in response to imperialism and the competitive race for political and economic control over large regions of the world. Determine how the Industrial Revolution, imperialism, nationalism, competition for global markets, the need for natural resources and imperialism continues to impact the world today by examining current events. Determine how nationalism united and divided social, ethnic, and sexual	Letter to the Editor: how to solve industrial ills as Marx, Bentham, Smith, etc. S Research Paper S Debate on the Isms S Graphic Organizer of trends leading to War F **Diverse Learners/ Accommodations** **Special Ed/504:** Guided questions and note taking Provide student with essential vocabulary Graphic organizers Provide an Outline for writing assessments Re-teaching and review Provide student with essential vocabulary Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:**	Excerpts from *Wealth of Nations* Map of 19th century nationalist movement *General Causes of Anti-Semitism* Harriet Taylor Mill's essay, "The Enfranchisement of Women" Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies)

		W.IW.9-10.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.2 9.4.12.IML.2 9.4.12.IML.8 Computer Science 8.1.12.DA.5	majorities and minorities within a country. Develop a claim on how the Industrial Revolution, imperialism, and nationalism affected the entire world.	Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents and debate Alternative Assessment (A): presentation, visual product, oral response, or modified performance task.	

Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments/Activities	Suggested Materials
4 weeks	**The World Wars** Unit Essential Questions: 1) Were the World Wars inevitable? 2) Were the goals of the World Wars different from those of previous wars? 3) Have world wars occurred throughout history? 4) Which nation is most at fault for the start of World War I? 5) Was War World I the first modern war or the last war of antiquity? 6) What were the political consequences of the Great Depression that contributed to the start of WWII 7) Was Hitler justified in breaking of the Treaty of Versailles?	**NJSLS Social Studies** 6.2.12.CivicsHR.4.a 6.2.12.CivicsPI.4.b 6.2.12.GeoSV.4.a 6.2.12.GeoSV.4.b 6.2.12.GeoGI.4.a 6.2.12.EconEM.4.a 6.2.12.HistoryCC.4.a 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.c 6.2.12.HistoryCC.4.d 6.2.12.HistoryCC.4.e 6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.4.g 6.2.12.HistoryCC.4.h 6.2.12.HistoryCC.5.c 6.2.12.HistoryUP.4.a 6.2.12.HistoryUP.4.b 6.2.12.HistoryCA.4.a 6.2.12.HistoryCA.4.b 6.2.12.HistoryCA.4.c Practices: See alignment. **ELA Companion** RI.CR.9-10.1, RI.CI.9-10.2, RI.TS.9-10.4 , W.WR.9-10.5, W.SE.9-10.6 W.AW.9-10.1 **Interdisciplinary Connections** **Language Arts -** Students are reading primary sources and writing the Great War Essay **Science -** Students are understanding new	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I. Explain the rise of fascism and spread of communism in Europe and Asia. Analyze the motivations, causes, consequences and responses to the genocides of Armenians, Roma (gypsies), Jews, Ukrainians and Chinese. Compare and analyze the impact of technological developments during the World Wars (new weaponry, transportation, communications, bombs, etc.). Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.	Source and propaganda analysis F Comparative World Wars essay or DBQ S Alternative Assessment (A): documentary storyboard, oral-history presentation, visual exhibit, or modified performance task. **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Provide student with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:**	Zimmerman Telegram political cartoon Scenes from *All Quiet on the Western Front* to demonstrate trench warfare Excerpts from Treaty of Versailles Excerpts from Iris Chang's book *Rape of Nanjing* Primary Sources on the May 4th Movement in China in response to the Treaty of Versailles Amritsar Massacre Treaty of Versailles Political Cartoons *Triumph of the Will* Selected Scenes Map of Armenian Genocide An Armenian Genocide Survivor's Story (TEDx) Ataturk's speech about modern Turkey Holocaust Archives from U.S. Holocaust Museum: Elie Wiesel speech *The Perils of Indifference*

		inventions and techniques of warfare **Math -** Students are reading maps to understand distance and space between countries ELA RI.CR.9-10.1 RI.CI.9-10.2 RI.PP.9-10.5. RI.MF.9-10.6 RI.CT.9-10.8 RI.AA.9-10.7 W.AW.9-10.1 W.WR.9-10.5 W.SE.9-10.6 W.IW.9-10.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a	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. Define World War One vocabulary. Identify the key event that sparked World War I. Identify how imperialism, nationalism, and militarism push Europe closer to war. Identify and describe the impact modern military technology had on warfare. Summarize the terms and impact of the Treaty of Versailles. Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.	Provide copies of presentations and notes Extended time on assignments **Gifted and Talented:** Leveled assignments based on content	Dr. Lemkin defines genocide Holocaust survivor testimonies LGBTQ+ connections: Alan Turing Lili Elbe (transgender) Magnus Hirschfeld (sexologist/transgender doctor targeted by Nazis) American President Franklin Delano Roosevelt Issues in Social Studies: Unity and Diversity (Annenberg Learner) Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events (National Council for the Social Studies) Contextualizing LGBT+ History within the Social Studies Curriculum (National Council for the Social Studies) Incorporating LGBTQIA+ Content in History Lessons (Edutopia) AAPI connection: Asian and Pacific Islander wartime experiences, military service, migration, and incarceration.

		Career Readiness, Life Literacies, and Key Skills 9.4.12.IML.2 9.4.12.IML.8 9.4.12.GCA.1 Computer Science 8.1.12.DA.5	Explain how U.S. entry into the war led to an Allied victory. Explain how World War I was a global conflict. Examine the course of the war on multiple European fronts. Compare and contrast how disabled veterans were treated compared to abled veterans. Determine the agenda each country had when negotiating the terms of theTreaty of Versailles after WWI. Determine how trench warfare led to a stalemate on the Western Front. Determine how modern military technology affected soldiers after the war was over. Determine how the bloodshed in World War One sparked civil rights movements around the world (ex: Gay rights movements) Analyze the extent to which nationalism,		

			industrialism, territorial disputes, imperialism, militarism, and alliances led to World War 1. 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 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. Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations. Analyze the historical and modern global response from other governments pertaining to the Armenian Genocide.		

			Analyze WWI letters to determine how the war was perceived on the front lines and the homefront. Describe the impact of Woodrow Wilson's Fourteen Points. Examine the causes and motivations of the Armenian Genocide. Evaluate the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war." Predict how the alliance system drew nations into the war. Evaluate how World War I became a total war. Assess the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. Assess the short- and long-term demographic, social, economic, and		

			environmental consequences of the violence and destruction of the two World Wars. Define Rise of Dictators vocabulary. Identify the characteristics of totalitarianism and fascism. Describe the rise of Mussolini. Describe how Stalin used terror to build a totalitarian state. Describe the political, social, economic, and cultural policies of Nazi Germany. Summarize the characteristics of Soviet society under Stalin. Summarize Mussolini's policies as leader of Italy. Summarize the political and economic problems faced by the Weimar Republic. Compare and contrast socialism, communism, nazism,		

			fascism, and liberal democracy. Compare and contrast the Armeinian genocide to Holodomor (Ukrainine Genocide) by analyzing the motivations, causes, and consequences. Determine how the League of Nations/world responded to Holodomor (Ukrainian Genocide). Determine why dictators would target minority groups during their rise to power. 13. Examine the goals of Soviet foreign policy. Examine how a government's failed response to an economic depression can lead to the formation of opposing political movements. Explain why Western Europe turned to authoritarian rule. Analyze the social, political, and economic factors that gave rise to totalitarian dictatorships and		

			allowed them to maintain power. Analyze Stalin's use of propaganda to control thoughts and the arts. Analyze HItler's rise to power. Analyze how the different forms of totalitarian governments promoted and refused civil, political, social, and economic rights for various groups within their country. Explore what factors lead to changing attitudes about race, culture, and society after World War One and the Great Depression. Assess the effects the economic depression had on various groups of citizens within a county, including the rich, poor, elderly, women, men, children, and minorities. World War II Define World War II vocabulary. List the groups of people the Nazis systematically targeted		

			Identify the roots of Nazi persecution of the targeted groups (Homosexuals, Jews, Roma Sinti, Political Opponents, African Americans, Jews, and disabled). Summarize the response of the Allies to the Holocaust. Compare and contrast World Wars I and II in terms of technological innovations and social impact. 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. Explore the importance of being an upstander. Explore the Potsdam Agreement and the ways in which it altered Europe. Determine how geography impacted		

			military strategies and major turning points during World War II. Determine the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. Determine why the achievements of lgbtq+ individuals, African Americans, and other minorities in World War Two were not popularized and made known to the public (ex: Alan Turing) Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars. Analyze the motivations, causes, and consequences of the Holocaust and assess the responses by individuals, groups, and governments. 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. Analyze 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." Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan. Examine the ways in which appeasement empowered Hitler. Examine Japan's attack on Pearl Harbor. Examine how various individuals were treated in Nazi Germany (Ex: Homosexuals, Jews, Roma Sinti, Political Opponents, Jews, African Americans, and disabled) 20. Examine different acts of resistance against Nazi Germany (ex: Willem Arondeus,		

			Warsaw Uprising, Oskar Schindler, Rosenstrasse Protest, and etc.) Describe how the Nazis carried out a program of genocide. Assess the ways in which the Nazis slowly changed life politically, economically, and socially. Assess government responses to incidents of ethnic cleansing and genocide. Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.		

Time Frame:	Content/Topic	NJSLS	Observable Proficiencies/Skills	Performance Benchmarks/Suggested Assessments/Activities	Suggested Materials
6 weeks	**The Post-War/Cold War/Modern Era:** Introduction: Unit Essential Questions: 1) Did religious, musical, literary, and artistic trends after the World Wars differ from those before? 2) Were the results of the World Wars positive or negative? 3) Are the World Wars still affecting our lives today? 4) Did the Cold War superpowers keep the world in check or cause upheaval? 5) Did the World Wars play a role in the development of new nations in Asia, the Middle East and Africa? The Middle East: Unit Essential Questions: 1) Can there be a peaceful resolution to the Arab-Israeli conflict? 2) Is the conflict in the Middle East connected to the traditional story of Abraham? 3) Is democracy compatible with Islam and/or Middle Eastern culture and traditions? Asia: Unit Essential Questions: 1) Are the Indian and Chinese independence movements a reaction to the West, or a reflection of the West?	**NJSLS Social Studies** 6.2.12.CivicsPI.5.a 6.2.12.CivicsHR.5.a 6.2.12.GeoPP.5.a 6.2.12.GeoSV.5.a 6.2.12.GeoGI.5.a 6.2.12.EconET.5.a 6.2.12.EconET.5.b 6.2.12.EconGE.5.a 6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.b 6.2.12.HistoryCC.5.c 6.2.12.HistoryCC.5.d 6.2.12.HistoryCC.5.e 6.2.12.HistoryCC.5.f 6.2.12.HistoryCC.5.g 6.2.12.HistoryCC.5.h 6.2.12.CivicsPI.6.a 6.2.12.CivicsHR.6.a 6.2.12.CivicsHR.6.b	Determine the impact of the contrasting national boundaries before and after the wars. Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics. Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts. Determine how migration from one country to another (i.e. India to Pakistan, Russian Jews to Israel) has impacted both the original countries and the countries of destination. Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics	Project on a Region of the Modern World S Current Events from Around the World F Create a map of NATO and Warsaw Pact F Simulation of a UN Conference S Speech to the Third World S Create a jigsaw google doc presentation comparing the impact of imperialism on various Asian and African countries S Compare and Contrast causes and effects of Iranian Revolution and French Revolution S 6.3 Active Citizenship Performance Options (A/S): comparative human-rights case study; environmental-justice collaboration; global economic policy simulation; national-security and civil-liberties analysis; or current	Voices of Hibakusha: survivors of the atomic bomb in Japan Iron Curtain Speech The West vs. Communist perspectives on the Korean War Map of Decolonization Excerpts from *Gandhi* (movie) (including Amritsar Massacre, Salt March Scene, and Partition Scene) Documentary: *Promises* about Arab-Israeli conflict Map of the Partition of the Ottoman Empire Ho Chi Minh Speech on Independence Movement Iranian Revolution 1979 Fall of the Shah BBC documentary Rwandan Genocide testimonies Apartheid primary source Issues in Social Studies: Unity and Diversity (Annenberg Learner)

	2) Are Russian and Chinese communism more similar or different? 3) Should Japan possess a full-scale military? <u>Europe:</u> <u>Unit Essential Questions:</u> 1) Did the break-up of the Soviet Union produce positive or negative results? 2) Is the European Union a good or bad idea? 3) Is immigration into Europe creating diversity or causing unrest? <u>Africa:</u> <u>Unit Essential Questions:</u> 1) What is the solution to the nationalism vs. tribalism conflict? 2) Has Africa moved beyond its imperialistic past? 3) Can a peaceful resolution be found between Muslim and non-Muslim areas? <u>Latin America:</u> <u>Unit Essential Questions:</u> 1) Why is there a large gulf between rich and poor? 2) Why is Latin America beset with frequent revolutions? <u>Global:</u> Analyze the following global trends: multinational organizations, conflicts between national sovereignty and global interests (i.e. natural resources and human rights), terrorism, population	6.2.12.GeoPP.6.a 6.2.12.EconGE.6.a 6.2.12.EconGE.6.b 6.2.12.EconGE.6.c 6.2.12.HistoryCC.6.a **Standard 6.3** 6.3.12.CivicsPD.1 6.3.12.CivicsHR.1 6.3.12.GeoGI.1 6.3.12.EconGE.1 6.3.12.HistorySE.1 6.3.12.HistoryCA.12 Practices: See alignment. **ELA Companion** RI.CR.9-10.1, RI.CI.9-10.2, RI.TS.9-10.4, W.WR.9-10.5, W.SE.9-10.6 W.AW.9-10.1 **Interdisciplinary Connections** Language Arts - Students will read primary sources and write an essay on Gandhi. Science - Students will study scientific achievements with nuclear power.	from multiple perspectives. Evaluate the role of the petroleum industry and growing technology on world politics, the global economy, and the environment. 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. Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.	foreign-policy issue brief. Alternative Assessment (A): presentation, visual product, oral response, or modified performance task. **Differentiation for Diverse Learners/ Accommodations** **Special Ed/504:** Guided questions and note taking Provide student with essential vocabulary Graphic organizers Provide an Outline for writing assessments Re-teaching and review Provide student with essential vocabulary Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments **Multilingual Learners:** Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes **At Risk Students:** Provide copies of presentations and notes	<u>Teaching Black History Year-Round Requires Rigorous Sight</u> (Edutopia) AAPI connection: post-1965 migration and diaspora, decolonization, and AAPI contributions to New Jersey and the United States.

	growth, technology, medical advances Analyze the causes, velocity and impact of economic recovery, monetary policy and growth in various regions around the globe (W. Europe, Japan, Africa, China, etc.)	ELA RI.CR.9-10.1 RI.CI.9-10.2 RI.PP.9-10.5. RI.MF.9-10.6 RI.CT.9-10.8 RI.AA.9-10.7 W.AW.9-10.1 W.WR.9-10.5 W.SE.9-10.6 W.IW.9-10.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a **Career Readiness, Life Literacies, and Key Skills** 9.4.12.CT.2 9.4.12.GCA.1 9.4.12.IML.2 Computer Science	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events. Assess the impact of the European Union on member nations and other nations. Compare the rise of nationalism in China, Turkey, and India. Evaluate the impact of Gandhi's peaceful method of civil disobedience. 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, the space and arms race, and periodic military clashes. Explain how World War II led to	Extended time on assignments **Gifted and Talented:** Vary level of reading and primary source documents and debate	

		8.1.12.DA.5	aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence. 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, sovereignty, and revolution in Africa, Asia and Latin America. Define Cold War vocabulary. Identify continuing Cold War conflicts in Germany and Eastern Europe. Identify the reforms introduced by Mikhail Gorbachev. Summarize how the outcome of World War II contributed to the development of the Cold War. Summarize China's role in the Cold War.		

			Compare and contrast Western capitalism to Soviet communism. Compare and contrast the methods used by African and Asian countries to achieve independence. Compare and contrast the United Nations goals and structure compared to its predecessor the League of Nations. Examine the growth of the nuclear arms race. Examine how the fall of the Soviet Union impacted politics, national identity, and self-determination in Eastern Europe and Asian countries. Determine how the Allied military strategies during WWII created two spheres of influence by analyzing maps. Determine how the political and economic ideological differences caused the Cold War.		

			Determine how NATO and the Warsaw Pact were formed in response to political and economic ideological differences between the two spheres of influence. Examine how the conditions of the Cold War led to the criminalization of lesbian, gay, bisexual, transgender and queer Americans. Analyze how the Cold War became global. Analyze how Mao Zedong turned China into a communist state. Analyze post-WWII economic aid to determine how the United States and the Soviet Union expanded and protected their spheres of influence. Analyze the causes and effects of Proxy Wars due to the political and economic ideological differences in the developing countries.		

			Analyze different conflicts/genocides after World War II to evaluate the United Nation's ability to protect human rights, to mediate conflicts, and ensure global peace. Explain the causes and impact of the Korean War. Explain how the United States became involved in the Vietnam War. Explore the end of the Vietnam War. Understand why the Soviet Union declined. Describe the collapse of communism in Eastern Europe and the Soviet Union. Determine how the space race impacted international superiority and politics. Determine how WWII led to aspirations of self-determination.		

			Determine how the Cold War ended. Evaluate how the end of the Cold War affected the remaining communist nations and the United States. Evaluate the effects imperialism had on Latin American, African, and Asian nations to build their own independent economies and identities. Evaluate how LGBTQ+ Americans responded to the Vietnam War. Assess the impact the nuclear arms race and proliferation had on the creation of international alliances, international superiority, and cultural norms. Define globalization vocabulary. Determine how the 21st century technology explosion connects countries economically,		

			politically, and culturally. Analyze how the internet and social media impact national and global economies. Analyze the costs and benefits of globalization. Describe the role of international organizations and treaties in expanding trade. Define social and environmental issues vocabulary. Describe global efforts to protect human rights. Examine how oil impacts world politics, global economy, and the environment. Determine who would be affected the most during an environmental catastrophe. Examine how the opinions of AIDS differ from LGBTQ+ community and hetrosexual individuals.		

			Analyze how modern genocides and other atrocities cause mass migration and impact the social, economic, and political structures of the country of origin and the new country. Analyze how population growth, migration, and changes in urban-rural populations impact the economy and environment. Explain the impact of poverty, disasters, and disease on nations around the world. Theorize how sustainable energy can challenge the control oil has in global politics and economy. Investigate a global issue currently happening today to determine the effectiveness of an international organization's policies and actions		

			in attempting to rectify the issue. Evaluate the effectiveness of policies by governments and international organizations (ex: UN) on social and environmental issues Evaluate the environmental challenges facing the world. Create a letter to your state representatives detailing an environmental issue and a plan to help alleviate the situation. Terrorism and International Security Define terrorism and international security vocabulary. Determine the similarities and differences between 21st century wars and 20th century wars. Determine how terrorist acts and the fear of terrorism impacts a government's		

			policies, individual's actions, and international relationships. Determine the role racial and ethnic bias plays when developing international security policies. Analyze a government's current domestic and international laws/policies to determine how they impact their country and other countries. Analyze the growth of terrorist groups such as Al Qaeda. Explain how nuclear, biological, and chemical weapons threaten international security. Explain how the United States and other nations have responded to terrorism Apply historical evidence and multiple perspectives to contemporary human-rights, environmental-justic e, global economic, national-security, and		

			foreign-policy issues; develop and present viable actions or solutions.		

BENCHMARK ASSESSMENTS: Three times per year using common DBQ Project-based assessments and aligned historical thinking tasks:
Establish historical significance
Use and contextualize primary source evidence
Identify continuity and change
Analyze cause and consequence
Take historical perspectives
Evaluate the ethical dimensions of historical interpretation

NJSLS Social Studies Practices
Developing Questions and Planning Inquiry: Develop compelling and supporting questions and plan investigations connected to unit essential questions.
Gathering and Evaluating Sources: Locate, contextualize, and assess the credibility, relevance, and limitations of primary and secondary sources.
Seeking Diverse Perspectives: Analyze multiple viewpoints, including the experiences of historically marginalized and underrepresented groups.
Developing Claims and Using Evidence: Construct claims and counterclaims supported by relevant historical evidence and sound reasoning.
Presenting Arguments and Explanations: Communicate historical arguments and explanations in written, oral, visual, and digital formats.
Engaging in Civil Discourse and Critiquing Conclusions: Deliberate respectfully, evaluate reasoning and evidence, and revise conclusions when warranted.
Taking Informed Action: Apply historical understanding to contemporary issues and propose, evaluate, or carry out appropriate civic action.

Interdisciplinary Connections	***Connections to NJSLS – English Language Arts*:** **W.IW.9-10.2**: Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **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). **RI.CR.9-10.1**: Cite a range of 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. ***Connections to NJSLS* – Mathematics** **MP.4:** Model with mathematics. **SL.PE.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** **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.**

Career Readiness, Life Literacies, and 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.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. • 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. • 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) • 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4). • 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. • 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). • 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., RI.PP.9-10.5, 7.1.AL.IPRET.6). • 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
Computer Science and Design Thinking	• 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment. • 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution. • 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. • 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

	• 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. • 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.

List of Accommodations and Modifications

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	**Special Education Accommodations/Modifications (I.E.P. Specific)**
Physical Arrangement of Room	
• Allow for preferential seating	
• Seat student near the teacher/presentation	
• Seat student near the door	
• Seat student near high performing student for informal partner pairs	
• Seat student near positive role model	
• Seat student away from disruptive/distracting student(s)	
• Set a designated study space in the room	
Instructional Activities	
• Provide guided notes and/or copies of notes	
• Provide students with summaries if applicable	
• Repeat and clarify directions if needed to ensure comprehension.	
• Allow students to choose partners or work independently, when needed	
• Provide extended time for curricular assignments as needed or specified in the IEP. Offer after- school or common time support.	
Independent Practice & Assignments	
• Allow extra time to complete tasks without penalty	
• Reduce reading/math/writing level of assignments	
• Require fewer correct responses to achieve grade	
• Allow computer printed/electronic assignments	
• Simplify complex written directions	
• Do not penalize for handwriting/spelling	
• Allow flexible grading on scoring rubric	
Assessments	
• Include word banks if helpful.	
• Bold, highlight, or underline instructions.	

• Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.
• Reduce quantity of sections on an assessment
• Shorten wording of questions.
• Allow use of notes or formula pages on assessments.
• Revise wording or vocabulary choice to enhance comprehension.
• Reduce length of written assignments if needed.
• Reduce number of calculation questions required.
• Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
• Grade projects according to the intended learning target, such as content knowledge, analysis, or creativity.
• Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words.
• Allow for extra time when needed. Offer options for completion during common time or after school.
• Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
• Allow open book/notes for exams
• Give frequent short quizzes instead of lengthy exams
• Give exams/test items orally
• Give students their own copy of assessments that they can write on
• Allow extra time for assessments (specific to I.E.P.)
• Allow flexible schedule of assessment
• Allow flexible setting for assessment
• Allow student to assess on paper, if regularly scheduled for computer-based testing
Organizational Skills
• Provide a table of contents for notebook/binder; conduct a weekly clean-up
• Help the student create "to do" lists
• Provide opportunity for student to organize homework binder
• Set a designated study time during class/stick to a routine
• Assist student with maintaining a master calendar in the agenda book
Behavioral
• Use self-monitoring/self advocacy strategies
• Allow legitimate movement-in/out of room/short breaks

• Implement periodic/weekly behavior communication tools
Pascack Valley Regional High School District
Social Studies/Business Accommodations/Modifications

Category	504 Plan Accommodations/Modifications (504 Specific)
Physical Arrangement of Room	
• Allow for preferential seating	
• Seat student near the teacher/presentation	
• Seat student near high performing student for informal partner pairs	
Instructional Activities	
• Provide guided notes and/or copies of notes	
• Provide student with summaries, if applicable	
Independent Practice & Assignments	
• Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support.	
• Reduce homework/classwork, when appropriate	
Assessments	
• Allow use of notes or formula pages on assessments.	
• Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school.	
• Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.	
• Allow flexible schedule of assessment	
• Allow flexible setting for assessment	
Organizational Skills	
• Provide a table of contents for notebook/binder	
• Help the student create "to do" lists	
• Provide opportunity for student to organize homework binder	
• Set a designated study time during class/stick to a routine	
• Assist student with maintaining a master calendar in the agenda book	
Behavioral	
• Use self-monitoring/self advocacy strategies	
• Allow legitimate movement-in/out of room break, if needed	

• Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	**At Risk Accommodations/Modifications**
Instructional Activities	
• Provide a variety of concrete examples from familiar contexts	
• Build background knowledge of content and vocabulary from familiar contexts prior to readings	
• Use mental models to build understanding through familiar contexts	
• Provide oral & written instructions	
• Incorporate multimedia/audiovisual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.	
• Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation	
• Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding	
• Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas	
• Provide guiding questions to complete during the activity.	
• Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.	
• Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.	
• Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts	
• Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information	
• Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners	
• Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.	
Independent Practice & Assignments	
• Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.	
• Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.	
• Highlight distinctive features/key concepts	
• Provide choice of projects depending on the student’s interests or strengths.	
• Provide peer assistance/study groups	
Assessments	
• Provide study guides and support outside of class time to review before assessments (common time or after school)	
• Provide extra time for review prior to an assessment	

• Review, repeat, and clarify directions
• Include word banks if helpful
• Chunk sections of assessment
• Shorten wording of questions
• Allow use of notes or formula pages on assessments
• Revise wording or vocabulary choice to enhance comprehension
• Reduce length of written assignments if needed.
• Reduce number of calculation questions required.
• Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
• Grade projects according to the intended learning target, such as content knowledge, analysis, or creativity.
• Allow for partial credit, when appropriate
• Provide choices of questions or choices of projects depending on the student's strengths
• Allow for alternative assessments to show comprehension of the content such as a project or other means
• Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
• Allow for extra time, when needed. Offer options for completion during common time or after school
• Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills
• Provide general assistance with organizational skills
• Utilize homework assignment notebook/planner/agenda
• Provide written intermediate timelines for long assignments
• Have student monitor grade average
Behavioral
• Keep rules simple and clear
• Implement a behavior management system

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	**Multilingual Learners Accommodations/Modifications**
Instructional Activities	
• Provide a variety of concrete examples from familiar contexts	

• Build background knowledge of content and vocabulary from familiar contexts prior to readings
• Provide oral & written instructions
• Incorporate multimedia/audiovisual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language.
• Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
• Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
• Provide guiding questions to complete during the activity.
• Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
• Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization through language teams
• Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
• Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners; also use visual representations to reinforce understanding
Independent Practice & Assignments
• Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
• Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
• Highlight distinctive features/key concepts
• Provide choice of projects depending on the student's interests or strengths.
• Provide peer assistance/study groups/ ML support
Assessments
• Provide extra time for review prior to an assessment
• Review, repeat, and clarify directions
• Include word banks if helpful
• Chunk sections of assessment
• Shorten wording of questions
• Allow use of notes or formula pages on assessments in native language
• Revise wording or vocabulary choice to enhance comprehension
• Reduce length of written assignments if needed.
• Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
• Grade projects according to the intended learning target, such as content knowledge, analysis, or creativity.
• Allow for partial credit, when appropriate
• Allow for alternative assessments to show comprehension of the content such as a project or other means

• Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
• Allow for extra time, when needed. Offer options for completion during common time or after school
• Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills
• Provide general assistance with organizational skills
• Utilize homework assignment notebook/planner/agenda
• Provide written intermediate timelines for long assignments
• Have student monitor grade average
Behavioral
• Keep rules simple and clear

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	**Gifted and Talented Accommodations/Modifications**
Instructional Activities	
• Provide supplementary or lengthier readings	
• Provide enrichment activities	
Independent Practice & Assignments	
• Use inquiry-based practices and allow student opportunities to conduct additional research	
• Provide supplementary or lengthier readings with higher-level questions	
• Provide assignment choices that require more detail and deeper understanding	
Assessments	
• Provide additional questions that prompt extensions of understanding	
• Require research for projects; in a specified format	
• Provide assessment choices that require more detail and deeper understanding	

Career Options for Jobs that Involve Social Studies

Social studies focus on society, and social studies professionals may concentrate on understanding how people are shaped and influenced by peer groups, their culture, or other societal factors. While some social studies professionals primarily conduct research to determine how people are affected by social variables, others may focus on how these social variables can be used to predict people's behavior. A handful of these social studies career options are profiled below:

Career Information for Jobs that Involve Social Studies

Sociologists

Sociologists are professionals with a master's or doctoral degree in their field. They focus on understanding social groupings and behavior, and may be involved in research or make recommendations about how to address specific issues in society. Since their work focuses on understanding how society can influence behavior, they work within the field of social studies.

Historians

Historians research the past and educate people about historic events, artifacts or developments. Their work focuses on civilizations and incidents involving people in the past, which is why it falls within the social studies field. They might use the data from their research to form conclusions about why a society relocated or how cultural beliefs in a particular group evolved. They may need a doctoral degree, although it is possible to enter this field with a master's degree in history.

Postsecondary Teachers

Postsecondary teachers instruct college and university students in a specific subject they've specialized in. They typically need a doctoral degree, although entry-level positions may be obtained with a master's degree in some cases. Postsecondary teachers who instruct students in subjects such as criminology or history spend their career focused on social studies. As part of their work, postsecondary teachers usually also participate in research related to their specialty.

Anthropologists and Archeologists

Anthropologists and archeologists must have a master's or doctoral degree to work in their field. While archeologists may be involved in recovering historic artifacts from dig sites around the world, anthropologists focus on how humans have developed over time.

Archeologists and anthropologists help discover evidence that relates to how cultures have evolved, how significant events have impacted people's behavior, and how social constructs, such as politics, have developed. Since they focus on issues related to society and behavior, they work within the field of social studies.

Political Scientists

Political scientists focus on the history and development of political systems. They may research political ideologies or study how political trends have evolved over time. They are social science professionals because understanding how politics shape society and impact individual and group behavior is part of what political scientists focus on. They are professionals with master's or doctoral degrees who perform research, analyze the information gained from their research, and use that data to develop predictions about the effects of political policies or structures.

Market Research Analysts

With a bachelor's degree, it's possible to become a market research analyst. Market research analysts examine consumer demographics, along with data collected from opinion polls and surveys, and then use what they learn to make recommendations about actions companies should or should not take. For example, they may recommend that a new product be developed and provide pertinent information about the customers they expect would be interested in that product. Market research analysts are professionals who focus on understanding what influences the purchasing decisions people make and the economic variables that should be considered when making business decisions. Since they focus on determining financial and societal factors that can affect consumer choices, their work involves the use of social studies.