Wall Township Public Schools	Board Approval Date: August 23, 2022

Course Title: Modern World History CP

Course Description: This course traces the emergence of modern nations and civilization in the 19th and 20th centuries. Students investigate the evolution of modern Germany, Italy and Russia in the West, and the emerging nations of Asia. They also study the impact of the 19th century colonialism in Africa and Asia, those problems, which led to the Great War of 1914 and its effect on the world. It traces the development and impact of fascism on the world leading up to World War II and the Holocaust. Finally, the students explore the world since 1945 with the emergence of the Cold War, Communist China, modern Japan, the problems of the Third-World nations, and the chaotic world of the Middle East.

New Jersey Student Learning Standards

Social Studies

The New Jersey Student Learning Standards (NJSLS) are reviewed and revised every five years. The 2020 NJSLS in Social Studies was adopted by the State Board of Education on June 3, 2020. Districts are required to implement these standards through the updating of social studies curricula by September 2022. The standards provide the framework for curricular instruction as well as provide the performance expectations students are expected to meet by the end of each grade band.

Implementation of the standards is mandated by the New Jersey Administrative Code. District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the

knowledge and skills specified by the New Jersey Student Learning Standards (N.J.A.C. 6A:8-3.1(a)). The district must provide sufficient time and resources to ensure that all students can demonstrate that they have met or exceeded the expectations set forth in the New Jersey Student Learning Standards.

2020 New Jersey Student Learning Standards for Social Studies

Intent and Spirit

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards — Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K–12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Course Sequence & Pacing

Unit Title	Estimated Number of Instructional Periods
Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism 1350-1770- In this unit, students examine the rise of global exploration, trade, conquest, and colonization from the fifteenth through the eighteenth centuries and evaluate their lasting impact on societies around the world. Students investigate major civilizations and empires—including the Muslim world, Ming China, Tokugawa Japan, the Mughal Empire, the kingdoms of Africa, and	15

the empires of the Americas—to understand how geography, resources, technology, and political leadership shaped their development and interactions. Through the study of European expansion, students analyze the motivations for exploration, the growth of global trade networks, the Columbian Exchange, mercantilism, and the transatlantic slave trade. Students also assess the political, economic, social, and cultural consequences of colonization for indigenous peoples, Africans, and Europeans, while considering the enduring effects of forced labor, cultural exchange, and imperialism. By examining historical evidence from multiple perspectives, students develop a deeper understanding of how global interactions transformed societies and laid the foundation for the modern interconnected world.	
Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)- In this unit, students explore the global foundations and enduring impact of the Renaissance, Reformation, Scientific Revolution, and Enlightenment. Beginning with the study of the Muslim world, early China and Japan, the Mughal Empire, the kingdoms of Africa, and the empires of the Americas, students examine how the intellectual, scientific, cultural, and economic achievements of these civilizations contributed to the development of Renaissance Europe. Students investigate how the exchange of ideas, technologies, and trade fostered innovation and helped shape new ways of thinking about religion, government, science, and human potential. Through the study of the Reformation, Scientific Revolution, and Enlightenment, students analyze how influential thinkers and discoveries challenged traditional authority, promoted reason and inquiry, and inspired political, religious, and economic change. Students also evaluate the rise of centralized nation-states, the influence of the printing press and financial systems, and the spread of Enlightenment ideals across the globe. By analyzing primary and secondary sources from multiple cultures and perspectives, students develop an understanding of how interconnected civilizations contributed to transformative movements whose political, economic, and cultural effects continue to shape the modern world.	26

Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)- In this unit, students examine how the Agricultural and Industrial Revolutions transformed societies, economies, and political systems while reshaping the balance of power across the globe. Students investigate the causes and consequences of the French Revolution, Latin American independence movements, industrialization, and European imperialism, analyzing how Enlightenment ideals, technological innovation, and economic expansion inspired revolution, reform, and global competition. Through the study of industrial growth, urbanization, and the emergence of capitalism, socialism, and communism, students evaluate how new economic systems and technologies affected labor, class structure, family life, and the environment. Students also explore the connections between industrialization, imperialism, and the demand for natural resources, including the exploitation of indigenous populations and enslaved labor, while considering the lasting effects of colonial rule on societies around the world. By analyzing geographic, political, economic, and historical evidence from multiple perspectives, students develop an understanding of how the Industrial Revolution and the age of imperialism fundamentally reshaped the modern world and continue to influence global issues today.	19
Era 4. Half-Century of Crisis and Achievement: The Era of the Great Wars: In this unit, students investigate the causes, major events, and lasting consequences of World War I and World War II, examining how nationalism, imperialism, industrialization, militarism, and shifting alliances transformed the twentieth century. Students analyze the political, economic, and social conditions that led to global conflict, including the Treaty of Versailles, the Great Depression, the rise of totalitarian governments, and the expansionist policies of Germany, Italy, and Japan. Through the study of both world wars, students evaluate the impact of technological innovation, total war, propaganda, and geography on military strategies and civilian life. Students also examine the Holocaust, other genocides, and acts of ethnic cleansing, considering the roles of perpetrators, victims, bystanders, and rescuers while evaluating the responsibilities of governments and individuals in responding to human rights violations.	30

Throughout the unit, students explore the global consequences of the wars, including the emergence of new nations, changing political ideologies, decolonization movements, and the evolving roles of women and colonized peoples. By analyzing primary and secondary sources from multiple perspectives, students develop a deeper understanding of how the World Wars reshaped international relations, redefined global power, and continue to influence political, economic, and cultural developments today.	
Era 5. The 20th Century Since 1945: Challenges for the Modern World: In this unit, students examine how the aftermath of World War II reshaped the political, economic, and social landscape of the modern world. Students investigate the processes of decolonization and the emergence of new independent nations in Africa, Asia, and Latin America, analyzing how these movements redefined national identities while confronting the lasting effects of colonialism. Through the study of the Cold War, students explore the ideological conflict between democracy, capitalism, and communism, the formation of global alliances, the arms and space races, and the military confrontations that shaped international relations without direct conflict between the United States and the Soviet Union. Students also examine the role of the United Nations, the advancement of human and civil rights, and the influence of leaders such as Mahatma Gandhi in promoting nonviolent resistance and self-determination. Additionally, students analyze the impact of international migration, technological innovation, globalization, electronic communication, and the competition for limited natural resources on the modern global economy and society. By evaluating primary and secondary sources from multiple perspectives, students develop an understanding of how political ideologies, technological advancements, human rights movements, and global interdependence continue to influence international affairs in the twenty-first century.	17
Era 6. Contemporary Issues (1990- Present): In this unit, students examine the opportunities and challenges of living in an increasingly interconnected world. Students investigate how technological innovation, globalization, economic interdependence, population growth,	14

migration, and the distribution of natural resources influence societies, governments, and international relationships. Through the study of contemporary global issues, students analyze the role of multinational organizations, governments, and non-governmental organizations in addressing challenges such as climate change, economic inequality, terrorism, public health, human rights, and environmental sustainability. Students also explore how advances in communication technologies, the Internet, social media, and global financial systems have transformed economies, political participation, and the exchange of information across national borders. By evaluating multiple perspectives and analyzing current and historical case studies, students develop an understanding of the complex relationships between national sovereignty and global cooperation. Throughout the unit, students use evidence to assess how technological, economic, demographic, and environmental changes continue to shape the modern world and influence the future of global society.	

Unit 1

Desired Results

Unit 1 Title: Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism 1350-1770

Unit Summary: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Learning Standards

NJSLS:

6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.

6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.GeoGE.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT***):**

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.

Interdisciplinary Connections:

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Amistad: Transatlantic Slave Trade and Encomienda

6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.

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Learning Targets

Unit Essential Questions:

- How is power lost and gained?
- How does the interaction of cultures and people lead to conflict and change?
- How does the loss of stability lead to changes in regional powers?
- How has slavery played various roles in history and how it impacted the societies who adopted it and were victims to it?
- How did new technology change exploration?

Unit Enduring Understandings:

- The loss of stability created opportunities for new social, political, and economic organizations.
- Technology and trade led to expanded interactions between different cultures and empires resulting in change and advancement.
- The loss of the stability generated by the fall of the Mongol Empire led to changes in regional powers and interactions between the great empires of Asia, Africa, and the Americas.
- Slavery has existed in all cultures in various forms throughout history and has had a lasting impact on its victims.
- New technologies gave way to further exploration and conquest.

Vocabulary: Cartographer, Circumnavigate, Plantation, Missionary, Monopoly, Outpost, Sovereign, Sepoys, Conquistadors, Plantation, Peon, Mulatto, Inflation, Capitalism, Entrepreneur, Mercantilism, Tariff , Triangular Trade, Ming and Quing dynasties, Mughal dynasty, Mayan, Aztec, Inca, Zheng He, Itzcoatl, Safavid empire, Mesoamerica, maize, Olmec, stella, Valley of Mexico, Tenochtitlan, chinampa, tribute

Students will be able to:

- Analyze the causes of the fall of the Mongol Empire.
- Summarize the technological achievements of the Islamic Empire that led to the Age of Exploration and increased trade.

- Explain the causes and effects of Islamic expansion and Eurasian trade routes on political and cultural life in West African Kingdoms.
- Analyze the factors that led to the rise and collapse of Ming and Qing dynasties in China.
- Assess the causes for the success of the Mughal Empire and its effects on India.
- Explain the causes and consequences of European (Portuguese, Dutch, Spanish, English and French) exploration and colonization of the Americas
- Assess the ways in which the Columbian Exchange and the trans-Atlantic African slave trade affected Europe, Asia, Africa, and the indigenous peoples of the Americas.
- Explain how plantation production of sugar and tobacco and the mining of silver in the Americas impacted the economies of Europe, South America, and East Asia and global labor systems.
- Compare and contrast the different forms of slavery in different areas of Africa.
- Evaluate the impact that slavery had on its victims and the cultures where it existed.
- Determine how slavery differed in China, Japan, India, and the Americas vs. Africa.
- Compare and contrast PECS of China and Japan.
- Identify the regional empires on a geopolitical map and determine key natural resources that aided in trade.
- Apply the vocabulary in student reading, writing, speaking and listening.

Learning Activities:

- Comparison chart for the contribution of the Ming, Qing, Spanish, Mughal and Ottoman Empires prior to exploration.
- Jigsaw groups and use text for fill out the chart then return to home group to complete the chart
- CHIPPO one primary sources: Random and Impromptu Seasonal Poems on Fields and Gardens, Feeling Sad for the Farmers, Poems Shu Yuexiang, Champa Rice Graphs
- Close Read Ancient India and China
- Complete before and after maps of Eurasia from 1350 and 1500.
- Complete geopolitical maps of Africa and the Americas during the Age of Empires
- Perform research on the natural resources and technological advancements of the Maya, Aztec, and Incan cultures.

- Compare and contrast the economies of China and Japan using a graphic organizer.
- Complete a webquest on how the commodities from Asia impacted the economy and societies of Europe and the Americas.
- CHIPPO ONE of the following: History of the Berbers and Muslim Dynasties of North Africa, African Historiography and Challenges of European Periodization, The Empire of the Mail, or The Horse in West African History.
- Define mercantilism and determine its effects on Spanish, French, Portuguese, and English exploration in the New World.
- CHIPPO the Columbian Exchange diagram
- Analyze documents on the conquests of Cortez, Pizarro, Coronado, etc.
- Project based learning: students will work in groups to create a Google Slides presentation about how Islamic technologies impacted European exploration and conquest.
- Analyze the infographic Muslim Trade and write a paragraph where they offer additional factors that helped Muslims create such a large network.
- PECS chart for before and after interactions between the continents.
- CHIPPO the Columbian Exchange diagram
- Bernardino de Sahagun History of the Things of New Spain
- Create a graphic organizer to compare and contrast the various forms of coerced labor that existed in Asia, Africa, Europe, and the Americas.
- Primary Source analysis of Encomienda (see above for doc)
- Research and answer the following in a journal entry: Did the slave trade have more benefits or drawbacks for the New World?
- Two Slavery Narratives: Primary Sources Comparing Viewpoints: Equiano and Prince Text p, 163-164
- PECS chart for before and after interactions between the continents.

Assessment Evidence

Formative Assessments:

- Era 1 Notebook Check
- Reading Quiz
- Vocabulary Quiz
- CHIPPO Analysis

Summative Assessments:

- Era 1 Common Assessment

Common Benchmark Assessments:

- Era 1 Common Assessment.

Alternative Assessments:

- Research Project on one of the regional empires.
- Multimedia presentation showing PECS of several artifacts.

Core Instructional & Supplemental Materials

- World History Interactive
    - Review Chapter 0: Connecting with Past Learning
        - Section 4: The Americas
        - Section 8: The Muslim World
        - Section 9: Civilizations of Asia
    - Chapter 2: New Global Connections
        - Section 5: The Slave Trade and Its Impact on Africa
- DBQ Practice p. 79 text
- CHIPPO Graphic Organizer
- PECS Graphic Organizer
- Articles
    - Hispanic Heritage Month (Sept)
    - Specific articles related to the content.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2: Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

Unit Summary: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Learning Standards

NJSLS:

6.2.12.CivicsPR.2.a: Compare the principal ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.

6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.

6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.

6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT***):**

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.

Interdisciplinary Connections:

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Holocaust & Amistad:

6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What was the broader historical context within which the European Renaissance occurred? • What was the long-term cultural and economic impact of the European Renaissance?	• Historical events and developments were shaped by the unique circumstances of the Medieval period which led to the Renaissance.

• What social, political, economic, and cultural factors led to the Protestant Reformation? • What was the political impact of the Protestant Reformation? • How and to what extent did the printing press and other technologies developed in this era impact the diffusion of culture? • Why is chronological sequencing important in studying history?	• Complex interacting factors influence people's perspective and the Renaissance had many long lasting cultural and economic effects. • The Protestant Reformation was the result of various political, economic, and cultural factors. • The Protestant Reformation impacted European politics by dividing the fledgling monarchies into Catholic and Protestant camps, while leading to a series of religious wars. • The printing press led to globalization of information and ideas which increased cultural diffusion and increased trade. • Chronological sequencing serves as a tool for analyzing past and present events.
Vocabulary: Petrarch, Lorenzo Valla, Marsillo Ficino, Pico della Mirandola, Niccolò Machiavelli, Baldassare Castiglione, Francesco Guicciardini, Leonardo Bruni, Leon Battista Alberti, Michelangelo, Donatello, Rapheal, Andrea Palladio, Leon Battista Alberti, Filippo Brunelleschi, Pieter Brueghel the Elder, Rembrandt, Spanish Inquisition, Concordat of Bologna, Book of Common Prayer, Pieces of Augsburg, Ferdinand and Isabella, Star Chamber, Edict of Nantes, Jean Bodin, Hugo Grotius	
Students will be able to: • Identify examples of the human-focused worldview of Renaissance artists and compare and contrast the idea of liberal arts during the Renaissance and today. • Draw conclusions about the causes of reform of the Catholic Church and understand the development of Protestantism and changes in the Catholic Church. • Compare and contrast the Catholic Church and Protestant groups during the Reformation.	

- Discuss the motivations behind European exploration. and describe the routes and conquests of Portuguese and Spanish explorers.
- Evaluating the impact of technology, the Renaissance, and the Reformation on the stability of Western Europe.

Learning Activities & Differentiation:

- Students will identify the key characteristics of Renaissance art through reading the first chapter in World History Interactive and completing the Project Imagine assignment.
- Students will compare developments in art made during the Renaissance to earlier artistic movements in Asian and Islamic empires through a classroom gallery walk.
- Students will analyze the components of Humanism and examine how it changed society's views on their spiritual world
- Trace the idea of Humanism and compare its influence on the Enlightenment thinkers.
- Project based learning: students will work in groups to create a Renaissance "Hall of Fame" Google Slide Show.
- Watch the video "Short History of the Printing Press" and take notes to write an argumentative essay on the impact of the printing press.
- Analyze the graphic organizer on the Effects of Printing Press
- Graphic organizer to examine banking systems during the Renaissance and complete the Project Imagine
- Webquest to research and compare banking of the Renaissance to modern banking procedures today.
- Stations with events of the Reformation and students will be analyzed to determine if they would resist, collaborate or do nothing.
- Analyze the graphic organizer Beliefs and Practices of Catholicism, Lutheranism, and Calvinism.
- CHIPPO documents on Catholicism, Lutheranism, and the Reformation.
- PECS chart for rising European nations in the 16th-17th centuries
- Scientific Revolution Virtual Field Trip Inquiry
- *Analyze how people with disabilities survived during the Enlightenment*
- Graphic Organizer to compare the ideas of the Enlightenment with those of Asia, Muslin empire and North Africa

Assessment Evidence

Formative Assessments:

- Renaissance and Reformation Notebook Check
- Scientific Revolution and Enlightenment Notebook Check
- Reading Quizzes
- Vocabulary Quizzes
- CHIPPO Analysis

Summative Assessments:

- Renaissance and Reformation Common Assessment
- Scientific Revolution and Enlightenment Common Assessment
- Renaissance “Hall of Fame” website project

Common Benchmark Assessments:

- Renaissance and Reformation Common Assessment.
- Scientific Revolution and Enlightenment Common Assessment
- Renaissance “Hall of Fame” website project

Alternative Assessments:

- Project Based Learning: multimedia research project comparing the Renaissance to the Enlightenment.

Core Instructional & Supplemental Materials

- World History Interactive
    - Chapter 1 The Renaissance and the Reformation
        - Section 1:The Italian Renaissance
        - Section 2: The Renaissance in Northern Europe

        - Section 3: The Protestant Reformation
        - Section 4: Reformation Ideas Spread
    - Chapter 2 New Global Connections
        - Section 3:European Conquests in the Americas
        - Section 4: European Colonies in North America:
    - Chapter 1 The Renaissance and the Reformation
        - Section 5: The Scientific Revolution
    - Chapter 3 Absolutism and Revolution
        - Section 1: Absolute Monarchy in Spain and France
        - Section 3: Triumph of Parliament in England
        - Section 4: The Enlightenment
- DBQ Practice p. 104-105 The Peasants Revolt
- DBQ Practice p. . 206-07 English Bill of Rights
- CHIPPO Graphic Organizer
- PECS Graphic Organizer
- Articles: Indigenous Peoples' Day (Oct), Elections (November)

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3: Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)

Unit Summary: The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Learning Standards

NJSLS:

6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.

6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.

6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.

6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.

6.2.12.EconGI.3.b: Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world

6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task

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

Computer Science & Design Thinking (*CS & DT***):**

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.

Interdisciplinary Connections:

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

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C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

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B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
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A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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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).

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A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Climate Change: 6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain. 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world. 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
Holocaust & Amistad: 6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives. 6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Learning Targets	
Unit Essential Questions: • To what extent were the political revolutions during this time period 'revolutionary'? • What key similarities and differences exist among political revolutions of this time period?	**Unit Enduring Understandings:** • Revolutions leave a lasting change on the country in which they take place, though usually the reforms made are not as extreme as the most radical revolutionaries hoped they would be. England,

• To what extent did the benefits of the Industrial Revolution outweigh the costs? • How did the Industrial Revolution drastically change the way people viewed society, economics, and politics? • Can imperialism ever be justified?	France, and Haiti all had different experiences and levels of success in their "revolutionary" results. • The causes and nature of each of these revolutions were different, as well as their degrees of radicalism and violence. The result was the development of new and different forms of governments. • New technology has always transformed the way people live in both positive and negative ways and revolution tends to lead to ripple revolutions. Availability of goods and improvements in transportation and health are weighed against deplorable living/working conditions and pollution; and new ideologies emerged to address the new challenges. • In response to the massive changes brought about by the Industrial Revolution new ideologies developed causing social unrest and political conflict and reforms;in addition, the development of labor unions and women's rights groups took place. • "New" imperialism led to the exploitation of indigenous populations and perpetuated Western misconceptions developed in previous eras about race and superiority in relation to others in the world. The imperial powers justified taking resources and denying colonists self-government by claiming they were bringing "civilization" to

	undeveloped parts of the world through western science, technology and education.

Vocabulary:
Karl Marx; Fredrick Engels ; Thomas Malthus; Jeremy Bentham; Charles Dickens; Adam Smith; John Stuart Mill; Herbert Spencer; Charles Darwin, “Iron Law of Wages”; Social Darwinism; Utilitarianism; Socialism; Communism; Enclosure; Romanticism; Realism; Factory Act; Corn laws; urbanization; capital; laissez faire, Conservatives; Liberals; Nationalists; ideology; Universal Manhood Suffrage; Autonomy; Legitimacy; diplomacy; Balance of power; German Confederation; Neutrality; Coup; Reform Bill of 1832; Revolutions of 1848; Concert of Europe; Romanticism, Meiji Era, Nationalism; Realpolitik; Annex; Kaiser; Reich; Kulturkampf: Dual Monarchy; emancipation, Imperialism; “Three C’s” ; Boer; spheres of influence; missionary; ethnocentrism; Social Darwinism; East India Company; Sati; Extraterritoriality;Cecil Rhodes; King Leopold II; David Livingstone; Henry Stanley; Matthew Perry; Rudyard Kipling

Students will be able to:

- Identify the struggle for power between the monarchy and Parliament in England and how it resulted in a constitutional government.
- Evaluate the global effect of the American Revolution by relating the event to the emergence of French and Latin American movements for independence
- Identify political, social, and economic causes of the French Revolution in the people’s struggle for self rule.
- Describe Napoleon’s influence on European Nationalism and Latin American Revolutions, beginning in Haiti.
- Define the political ideologies of Nationalism, Conservatism and Liberalism and trace their impact on European and Latin American revolutions.
- Describe the changes brought by the Agricultural Revolution and relate these changes to the Industrial Revolution.
- Develop a descriptive definition of the Industrial Revolution and explain why the conditions in Great Britain favored industrial growth.
- Assess the impact of industrialization on population growth, social structure, working and living conditions, the environment and the rise of labor movements..

- Analyze and evaluate the rise of ideologies (i.e. socialism / communism) that challenged the class structure of industrialization and brought reforms in government and the workplace.
- Analyze the impact of Darwin's theory of evolution on scientific and social patterns of Western thought and defense of racism.
- Describe both the unifying and divisive aspects of modern nationalism.
- Identify and explain the complex political, economic, social and nationalist motives behind the New Imperialism of the 19th century.
- Contrast the various forms of imperial rule: direct, indirect, protectorate, sphere of influence
- Evaluate the positive and negative consequences of European imperialism on the native populations of Africa (Congo & Ethiopia) and Asia (Middle East, India & China)
- Demonstrate mastery of all relevant historical vocabulary

Learning Activities & Differentiation:

- Comparison chart on characteristics of English v. French Government
- Cooperative groups for the English Civil War, Glorious Revolution, American Revolution, French Revolution, Napoleon's rule, Haitian Revolution, and Latin American revolutions. Fill in the blank notes on each revolution.
- *Critical Thinking Question: How might the French Revolution have paved the way for LGBTQ Rights in France?*
- CHIPPO ONE "revolutionary document" from the various revolutions to cite evidence of ideals. (Declaration of Rights of Man/Woman, Declaration of Independence, US Constitution, Napoleonic Code, Execution of Charles I, Execution of Louis XVI, Memoir of Toussaint L'Ouverture, English Bill of Rights 1689, Simon Bolivar's A Constitution for Venezuela)
- Compare and contrast the ideals and reforms sought by each revolution.
- MyStory Video- Simon Bolivar The Liberator

- Complete geopolitical maps of Central and South America
- Brainstorm Enlightenment ideas from the last unit and used in the American Revolution to put on the board.
- Divide the class for a debate with half defending geography and half defending enlightened ideals. The teacher will provide the research.
- Interpret a graphic organizer on the causes and effects of the Agricultural Revolution
- Interpret map of the population migration caused by the Agricultural Revolution.
- Research how the steam engine changed human history.
- Create a virtual time capsule/exhibit of the top three Industrial Revolution inventions.
- Assess the social, political, and economic impact of the industrial revolution in a PECS chart.
- Project Imagine *Should Child Labor Be Regulated?*
- Write an essay to assess the positive and negative impacts of the Industrial Revolution.
- CHIPPO How the Other Half Lives
- Map interpretation locations of mines and factories in England.
- Discuss Disabilities in the 19th Century
- Analyzing viewpoints of women suffragists and early Union organizers by CHIPPOing primary sources.
- Graph interpretation on the effects of reform movements and early unions.
- Read Jane Addams biography and work in Hull House
- Create a timeline for the 2nd Industrial Revolution.
- Create a political cartoon about the effects of the 2nd Industrial Revolution.
- Compare and contrast the views of economic philosophers.
- Webquest on Making Policy Decisions

- Industrial Revolution Common Assessment
- Hold a simulated Indian National Congress debate of whether or not British Imperialist rule in India should continue or end.
- Create a comparison chart for Germany and Italian Unifications.
- Complete maps from Napoleon and Imperialism and use color coding to note the changes that occurred
- DBQ Explore the Impact of Imperialism
- Create a graphic organizer to analyze and compare the China and Japan responses to western imperialism in the 19th century.

Assessment Evidence

Formative Assessments:

- Revolutions Notebook Check
- Industrial Revolution Notebook Check
- Imperialism Notebook Check
- Reading Quizzes
- Vocabulary Quizzes
- CHIPPO Analysis

Summative Assessments:

- PBL Revolutions Project
- Industrial Revolution Common Assessment
- Imperialism Common Assessment

Common Benchmark Assessments:

- PBL Revolutions Project
- Industrial Revolution Common Assessment

- Imperialism Common Assessment
- Midterm Exam

Alternative Assessments:

- Webquest inquiry

Core Instructional & Supplemental Materials

- World History Interactive
  - Chapter 3 Absolutism and Revolution
    - Section 5: The American Revolution
    - Section 6:The French Revolution
    - Section 7:A Radical Phase
    - Section 8: The Age of Napoleon
  - Chapter 5 Nationalism and the Spread of Democracy
    - Section 2: Latin American Nations Win Independence
  - Chapter 4 The Industrial Revolution
    - Section 1: The Industrial Revolution Begins
    - Section 2: Social Impact of Industrialization
    - Section 3: The Second Industrial Revolution
    - Section 4: Changing Ways of Life and Thought
  - Chapter 5 Nationalism and the Spread of Democracy
    - Section 3:Unification of Germany
    - Section 4: Unification of Italy
  - Chapter 6 The Age of Imperialism
    - Section 1: New Imperialism
    - Section 2: European Colonies in Africa
    - Section 4:India Becomes a British Colony

        - Section 5: China and the West
        - Section 6: Modernization of Japan
- DBQ Practice p. 257 Revolutions
- DBQ Practice p. 279 Child Labor Laws
- DBQ Practice p. 289 How the Other Half Lives
- DBQ Practice p. 300 Framework Bill
- CHIPPO Graphic Organizer
- PECS Graphic Organizer
- Articles:
    - Indigenous Peoples' Day (Dec), Martin Luther King Jr. (Jan)
    - Specific articles related to the content

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4: Era 4. Half-Century of Crisis and Achievement: The Era of the Great Wars

Unit Summary: Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The

failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

Learning Standards

NJSLS Standards:

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.
6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and

determine the impact on global politics.
6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war."
6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars
6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Computer Science & Design Thinking (*CS & DT***):**

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.

Interdisciplinary Connections

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal

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

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Holocaust

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What were the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust? • How did governments response to incidents of ethnic cleansing and genocide? • How did geography impact military strategies and	• Genocides in the 20th century were caused by the scapegoating of particular groups by political leaders during times of war and revolution. • International institutions and political will has been created to prevent genocide with centers for early warning, programs for conflict transformation,

major turning points during World War II? • What were government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice? • How did World Wars I and II in terms of technological innovations have a social impact? • What were the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars? • How did nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances lead to World War I? • What was the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations? • What were the causes of revolution in the 20th century? • To what extent did the legacy of World War I cause World War II? • How did the Allied countries respond to the expansionist actions of Germany, Italy, and Japan? • What role did racial bias, nationalism, and propaganda play in mobilizing civilian	standing forces for rapid intervention, and international courts for effective punishment. • Geography had an impact on changing the tide of World War II. • Government responses to the Great Depression differed. • The war effort demanded developments in the field of science and technology, developments that forever changed life and made present-day technology possible. • The two World Wars led to short and long term consequences world wide. • The M-A-I-N acronym – militarism, alliances, imperialism and nationalism – is often used to analyze the war, and each of these reasons are cited to be the 4 main causes of World War I. • The League of Nations, in combination with the Treaty of Versailles, would ultimately prove unable to prevent another world war. • Geopolitical causes of revolutions were also associated with the ideological confrontation between states and socio-political systems. • World War II began 21 years after the end of World War I, but many historians believe that the two wars were part of one vast global conflict.

populations in support of “total war?” • To what extent did world war, depression, nationalist ideology, communism, and liberal democratic ideals contribute to the emergence of movements for national self-rule or sovereignty in Africa and Asia? • What were the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide? • How did the social, economic, and political roles of women in western countries were transformed during this time period? • How did socialism, communism, fascism, and liberal democracy promote and protect civil, political, social and economic rights for people? • What led to the rise of nationalism in China, Turkey, and India? • How did political boundaries in Europe change from pre- and post-WWI? • How did the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East? • What role did colonized and indigenous peoples play in the war efforts of the Allies and the Central/Axis Powers in both World Wars? • How did war, economic depression, and genocide influence the arts, cultural values, and social	• The Allied countries were ineffective in their response to expansionist actions by the Axis powers after World War I. • Racial bias, nationalism, and propaganda led to the mobilization of civilian populations as part of a total war campaign. • In the post war years, national self-rule movements were on the rise in Asia and Africa. • Perpertrators, bystandsers, and rescuers greatly affected the events of genocide. • Women’s roles changed in Western countries. • Individual rights were affected by the growth of socialism, communism, fascism, and liberal democracy. • Nationalism triggered independence movements to overthrow colonial rule in China, Turkey, and India. • World War I redrew the world map and reshaped many borders in Europe. • The decline of the Ottoman empire led to the creation of new nations in the Middle East. • The Allied powers relied on colonial troops to defeat the Central and Axis powers, but their contributions are not often recognized. • The arts, cultural values, and social ideas were greatly influenced by war, economic depression, and genocide.

ideas.	

Vocabulary:
Nationalism
Imperialism
Militarism
Industrialization
Alliance
Triple Alliance
Triple Entente
Central Powers
Allied Powers
Axis Powers
Neutrality
Mobilization
Total War
Trench Warfare
Stalemate
Armistice
Treaty of Versailles
League of Nations
Reparations
Self-Determination
Great Depression
Fascism
Nazism
Communism

Socialism
Liberal Democracy
Totalitarianism
Dictatorship
Propaganda
Appeasement
Isolationism
Expansionism
Blitzkrieg
Holocaust
Genocide
Concentration Camp
Extermination Camp
Ethnic Cleansing
Anti-Semitism
Perpetrator
Bystander
Rescuer
Human Rights
War Crimes
Crimes Against Humanity
Nuremberg Trials
D-Day
Pearl Harbor
Atomic Bomb
Manhattan Project
Cold War

Decolonization
Sovereignty
Refugee
Resistance Movement
Occupation
Treaty
Armistice
Sanctions
Collective Security
United Nations (UN)

Students will be able to:

- Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
- Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- Assess government responses to incidents of ethnic cleansing and genocide.
- Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
- Determine how geography impacted military strategies and major turning points during World War II.
- Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
- Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

- Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 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.
- Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 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.
- Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
- Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- 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.
- Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
- Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
- Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

Learning Activities & Differentiation:

- Read accounts of Jewish persecution to determine how this behavior might occur in subsequent wars.
- Compare and contrast the genocides of Armenians, Ukrainians, Jews, and Chinese with a chart analysis.

- Research the difference responses to western world to ethnic cleansing and genocide
- Debate what is necessary to prevent incidents of ethnic cleaning from happening in the future.
- Analyze maps to demonstrate the Axis powers at the height of their power.
- Complete a graphic organizer on the Rise of Fascism after WWI:
    - Dissatisfaction and Unrest
    - Mussolini Takes Power
    - Mussolini Changes Italy
- Predict the consequences of a financial crisis in the United States
- Choose one of the following technology related topics to research how they impact civilian life:
    - Regulating Drones
    - Artificial Intelligence
    - Technology Addiction
- Create a Public Service Announcement to advocate a position.
- Solve Problems: Divides students into groups to generate a list of the problems after World War I. Work together to devise a plan of action that will solve the problems to change the course of action.
- Analyze Primary source documents to demonstrate the causes of World War I.
- Debate: Which cause of World War I was the most significant?
- Analyze Woodrow Wilson's 14 points speech and use one of the points to explore How should Germany be treated after the War?
- Act it Out: Bring images to life. Have students review images from the revolutions in the 20th century. After reviewing the images, ask students what happened next and what happened before.
- Analyze charts to describe the effects of the Five Year Plan in Stalin's Soviet Union
- Analyze political cartoons to demonstrate how the western world was a doormat and spineless in response to the rise of militarism in Germany, Italy, and Japan.
- Prepare a Google slideshow to demonstrate what steps the Nazis took to spread their Anti-Semetic beliefs.
- Analyze political cartoons to assess how countries prepared for total war.

- Using a painting of the Amritsar Massacre, have students explain why the event would have caused many Indians to want full independence.
- Ask students to reflect on the Negritude Movement and design a wallpaper. Students can take a “wisdom” walk and note what others have illustrated.
- Analyze Nazi propaganda to reason why the German people might have been susceptible to Nazi ideology.
- Ask students to TAKE A STAND: Is propaganda an effective tool for public persuasion? Divide into two groups, yes or no. Have each group discuss the reason for their answer and choose a representative from each side to defend their point of view.
- Analyze Nazi propaganda to reason why the German people might have been susceptible to Nazi ideology.
- Ask students to TAKE A STAND: Is propaganda an effective tool for public persuasion? Divide into two groups, yes or no. Have each group discuss the reason for their answer and choose a representative from each side to defend their point of view
- Identify the benefits and drawbacks of living under Stalin - Assess how women’s lives were affected under Stalin's rule.
- Create a graphic organizer to differentiate between communism and fascism.
- Write 1-Get 3: What are four key characteristics of Fascism? Fold a piece of paper in quarters - write one response in the first box, move around the room asking for more responses. Evaluate if the responses are correct.
- Create a timeline with evidence to support how the rise of nationalism influenced China, Turkey, or India.
- Analyze Maps to determine why Germans were unhappy with the changes that took place after World War I.
- Analyze maps before and after WWI to determine How did the Treaty of Versailles impact the lives of people in Europe?
- Map Analysis: Draw inferences on why Arabs fought against the Ottoman empire during World War I?
- Compare and contrast the map of the Ottoman Empire before and after WWII.
- Write an argumentative essay on whether or not individual civil liberties of Japanese Americans should have been suspended in World War II.

- Integrating Social and Emotional Learning (Responsible Decision Making) - Point out real-life dilemmas that come up in one's community or in the news and discuss the choices and values they require the people involved to evaluate.
- Would you have reported the concentration camps?

Assessment Evidence

Formative Assessments:

- Era 4 reading comprehension assessment
- Research project on the Holocaust
- DBQ analysis of causes of WWI

Summative Assessments:

- WWI Common Assessment
- WWII Common Assessment

Common Benchmark Assessments:

- Era 4 Common Assessment

Alternative Assessments:

- Research Project using primary sources
- Multimedia presentation on the effects of World War II

Core Instructional & Supplemental Materials

- World History Interactive
    - Topic 7: World War I and the Russian Revolution
        - World War I Begins
        - Fighting the Great War
        - World War I Ends

        - Revolution in Russia
    - Topic 8: The World Between Wars (1910-1939)
        - Revolution and Nationalism in Latin America
        - Nationalist Movements in Africa and the Middle East
        - India Seeks Self-Rule
        - New Forces in China and Japan
        - The West After World War I
        - Fascism Emerges in Italy
        - The Soviet Union Under Stalin
        - The Rise of Nazi Germany
    - Topic 9: World War II (1930-1945)
        - Aggression, Appeasement, and War
        - Axis Powers Advance
        - The Holocaust
        - The Allies Turn the Tide
        - Victory for the Allies
- DBQ Practice
- CHIPPO Graphic Organizer
- PECS Graphic Organizer
- Articles:
    - African-American Heritage Month (Feb)
    - Women's History Month (March)
    - Specific articles related to the content.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

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

Unit Summary: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

Learning Standards

NJSLS:

6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.

6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).

6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.

6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.

6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East)

6.2.12.HistoryCC.5.f: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.

6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
Computer Science & Design Thinking (*CS & DT***):**
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.
Interdisciplinary Connections:
RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal

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

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy

Holocaust & Amistad:

6.2.12.HistoryCC.5.f: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.

Jewish American Heritage Month (May)

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• What is the structure and goals of the United Nations?	• Due to the powers vested in its Charter and its unique international character, the United Nations

• What has been the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights? • How did World War II lead to aspirations for self-determination? • What impact has migration had on the way of life in the country of origin and the new country? • What geographic factors led to post-independence struggles in South Asia? • How has geography and economics influenced the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence? • What similarities and differences are there between free market capitalism and Western European democratic socialism, with Soviet communism? • Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China. • What role does the petroleum industry play in world politics, the global economy, and the environment? • What led to the collapse of the Soviet Union? • What is the role of boundary disputes and limited natural resources as sources of conflict?	can take action on the issues confronting humanity in the 21st century, including: a. Maintain international peace and security b. Protect human rights c. Deliver humanitarian aid d. Promote sustainable development e. Uphold international law • The UDHR is widely recognized as having inspired, and paved the way for, the adoption of more than seventy human rights treaties, applied today on a permanent basis at global and regional levels. • After World War II, promotion of self-determination among subject peoples became one of the chief goals of the United Nations. • There is a heightened consciousness about the importance of migration as a force of globalization and economic change. • Between 1945 and 1960, three dozen new states in Asia and Africa achieved autonomy or outright independence from their European colonial rulers. • Relations between the Soviet Union and the United States were driven by a complex interplay of ideological, political, and economic factors, which led to shifts between cautious cooperation and often bitter superpower rivalry over the years. • Communism and socialism are political and economic systems that share certain beliefs,

• How do the lingering effects of colonialism influence the efforts of Latin American, African, and Asian nations to build stable economies and national identities? • What is the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide? • How and why are there differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East)? • What is the impact of Gandhi's methods of civil disobedience and passive resistance in India and how have his methods been used later by people from other countries? • How have feminist movements and social conditions affected the lives of women in different parts of the world and women's progress toward social equality, economic equality, and political equality in various countries? • What is the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives?	including greater equality in the distribution of income. • There are many reasons for and consequences of the growth of communism and shift toward a market economy in China. • Oil and natural gas are major industries in the energy market and play an influential role in the global economy as the world's primary fuel sources. • The Cold War and the collapse of the Soviet Union had a tremendous impact on changing national boundaries in Eastern Europe and Asia. • The management of land and natural resources is one of the most critical challenges facing developing countries today. • The lingering effects of colonialism influenced the efforts of Latin American, African, and Asian nations to build stable economies and national identities. • Television, the Internet, and other forms of electronic communication have influenced the creation and diffusion of cultural and political information worldwide. • The differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances and periodic military clashes.

	• Gandhi's methods of civil disobedience and passive resistance in India impacted how people from other countries dealt with a call for injustice. • Feminist movements and social conditions have affected the lives of women in different parts of the world. • The international arms race, the space race, and nuclear proliferation impacted international politics.
Vocabulary: India, Pakistan, China, Genocide, Africa, the Middle East, partition, Sikh, Kashmir, Jawaharial Nehru, Indira Gandhi, Punjab, Golden Temple, Bangladesh, dalits, nonalignment, autocratic, Tiananmen Square, one-child policy, Green Revolution, Mumbai, Mother Teresa, coup d'etat, Hutus, Tutsis, Darfur, Islamist, apartheid, African Natioal Congress, Nelson Mandela, Desmund Tutu, socialism, endangered species, sustainable development, hijab, Suez Canal, Kurd, Sunni, weapons of mass destruction, insurgent	
Students will be able to: • Assess how civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. • Analyze how governments around the world support universal human rights to varying degrees. • Explain the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. • Determine how demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. • Analyze geographic data for variations in spatial patterns. • Research how global interconnections create complex spatial patterns at multiple scales that continue to change over time. • Compare and contrast the economic ways of thinking by economists.	

- Identify how economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Analyze past and present events to establish chronological sequencing.
- Summarize how historical events and developments were shaped by the unique circumstances of time and place as well as broader historical context.
- Identify the causes and effects of events from the past.
- Develop a relationship between the interrelated patterns of change in order to have a clearer understanding of the significance of individuals and groups.
- Prepare an argument to support how multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Learning Activities & Differentiation:

- Debate: What is necessary to save "succeeding generations"?
- Cite Evidence to support how the United Nations can intervene when a government is inflicting terrible human rights abuses on members of an oppositional party
- Primary Source Exploration, Protecting the Rights of Children, Dear Malala Writing Activity: *Malala Yousafzai: 16th Birthday speech at the United Nations, 2013*
- View NBC Learn, My Story Video on Aung San Suu Kyi's efforts to bring democracy to Myanmar and respond with a journal response on the price Aung San Suu Kyi paid in her struggle for human rights.
- Create a travel brochure on a newly independent nation focusing on the places influenced by the European colonial power as well as the indigenous culture.
- Create a quick copy of an image depicting Indian refugees fleeing to Pakistan. Cartoon it into a political cartoon that illustrates the partition of SouthEast Asia.
- Create a graphic organizer highlighting the most significant causes and effects of the partition of India and Pakistan.
- Summarize the economic and geographic factors that led to the creation of Bangladesh.
- Create a T Chart on the causes and effects of the non aligned movement.

- Analyze primary sources and create a Google Slide show on the different ideologies of the United States and the Soviet Union.
- Chart the differences between economic systems.
- In pairs, complete a See.Think.Wonder strategy while viewing the Tiananmen Square Tank Man protest.
- Complete Quest Inquiry to compare and contrast the economies of India and China.
- *Analyze graphs to understand Economic Development in Independent Africa Writing Activity using Nigeria's Poverty Rate and Oil Income*
- View my story video by Gabriele Hayes, Remembering the Cold War
- Create a digital timeline on the events of the Cold War.
- *Choose a natural resource, such as oil, gas or coal and develop recommendations for how a region or country should handle the chosen resource in the future.*
- Assess the qualities of responsible decision making in order to avoid "Black and White thinking"
- Analyze *Afro-Asian Solidarity*, Anwar Sadat in order to determine the central idea of the primary source.
- Compare and contrast the viewpoints on the future of South Africa with primary sources by Nelson Mandela and F.W. de Klerk.
- Analyze the primary source, *McDonald's Comes to Moscow.*
- Make predictions on the future of the internet.
- Analyze graphs to determine the regions that have the largest number of internet users.
- Timeline project on the Israeli-Palestinian conflict.
- Compare and contrast charts on the alliances during the Cold War.
- Read *What I Mean by Positive Action*, Kwame Nhrumah to assess two possible ways by which self-government can be achieved.
- Discuss weapons of positive action.
- Analyze Economic Development in Independent Africa *Account of Auntie Afriyie, Published in African Market Women, Gracia Clark, 2010*
- Compare and contrast different parts of the world in regard to the struggle for Women's Rights.
- DBQ chart on excerpts from the UN backed Treaty for the Rights of Women.

- Design a timeline for the space race.
- Analyze the Nuclear Nonproliferation Treaty.

Assessment Evidence

Formative Assessments:

- Era5 Quizzes
- Research essay checkpoints
- Digital Timeline Activity

Summative Assessments:

- Era 5 Common Assessments
- Reseach essay on a specific genocide situation and how countries responded differently to the incident.

Common Benchmark Assessments:

- Era 5 Common Assessments

Alternative Assessments:

- Project Imagine: Look more closely at the experience of Africans between 1945 - 1985 through the lens of rich primary sources.
- Quest Inquire Activity: Present a position on the problem of genocide and how nations should respond to it.

Core Instructional & Supplemental Materials

- World History Interactive Text
    - Topic 10: Developing Nations emerge (1945- Present)
        - A New Global Conflict
        - The Western Democracies and Japan
        - Communism in East Asia
        - War in Southeast Asia

        - The Cold War Ends
    - Topic 11: Developing New Nations Emerge (1945- Present)
        - New Nations in South Asia and Southeast Asia
        - Rapid Development in China and India
        - African nations win independence
        - Challenges for African nations
        - The Modern Middle EAst takes shape
        - Conflicts in the Middle East
        - Latin American Nations move toward democracy
- Articles
- AAPI Month (May), Jewish American Heritage Month (May)
- The Modern Era: World History Interactive Text Primary Source and Reading Guide
- Document Based Assessment Activities for Global History Classes **J. Weston Walch Publisher*
- Document based question Charts

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

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- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Desired Results

Unit 6: Era 6. Contemporary Issues (1990- Present)

Unit Summary: Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

Learning Standards

NJSLS:

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy

6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT*):

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.

Interdisciplinary Connections:

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.
B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

D. Use a colon to introduce a list or quotation.
E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

opportunity to integrate climate change education.

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).

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.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy

Holocaust & Amistad: *(ELA & SS ONLY)*

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

Juneteenth

Learning Targets

Unit Essential Questions:

- What role has multinational organizations played in attempting to solve world problems?
- How do tensions between national sovereignty and global priorities regarding economic development and environmental sustainability impact human rights?
- In what way do terrorist movements impact governments, individuals and societies?
- How have governments and international organizations been dealing with tensions resulting from ethnic, territorial, religious, and/or nationalist differences?

Unit Enduring Understandings:

- Multinational organizations, such as the United Nations, play a significant role in resolving world issues through diplomacy.
- Interdependence has brought challenges that only international cooperation can overcome economic and environmental issues regarding human rights.
- Terrorism has impacted new challenges in the 2000's, with the highest risk in Asia and Africa, as well as those that occurred in the United States and western Europe.

• What is the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use? • How have governmental, non-governmental, and international organizations addressed economic imbalances, social inequalities, climate change, health and/or illiteracy? • What is the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies? • What effect has the computer revolution had on globalization?	• Governments and international organizations have been dealing with tensions resulting from ethnic, territorial, religious, and/or nationalism differ • The collapse of communism ended decades of division between Eastern and Western Europe and brought improved trade, business, travel, and communication across Europe. • Many new nations emerged in Africa, Asia, and the Caribbean after WWII and have focused on development of stable governments, improving agriculture and industry, and raising standard of living. • Economic growth, advances in education and healthcare, and greater attention to human rights have brought substantial improvements to people's quality of life in many parts of the world. • The internet has brought nations into closer contact and allowed access to global information and the ability to communicate and trade globally.
Vocabulary: Equality, gender, environment, climate change, politics, economics, development, global interdependence, literacy, command economy, mixed economy, European Union, multiethnic, surplus, deficit, polarization, outsourcing, multinational cooperation, World Trade organization, sustainability, inflation, epidemic, pandemic, famine, refugee, indigenous people, deforestation, global warming, proliferate, terrorism, al Qaeda, Taliban, ISIS	
Students will be able to: • Understand how people in the developing world have tried to build strong stable governments.	

- Analyze how the Universal Declaration of Human Rights protects liberties and freedoms to which all people are entitled, including women and children.
- Describe global efforts to protect individual human rights.
- Explain how development is changing patterns of life in the developing world.
- Analyze economic developments in Asia.
- Explain how investment and trade have tied global economies to one another.
- Describe how international organizations and treaties promote economic ties.
- Explain the impact of poverty, disasters, and disease on nations around the world.
- Evaluate the environmental challenges facing the world.
- Explain how nuclear, biological, and chemical weapons threaten international security.
- Analyze the risks of aggression by China, Russia, and states such as Iran and North Korea.

Learning Activities & Differentiation:

- Differentiate between the genocides of the 21st century in a cause and effect chart.
- Conduct research on the ethnic cleansing campaign of Muslim Bosnians by Bosnian Serbs and how NATO responded to the crisis
- Write a congressman with evidence to support your view on how the state should deal with economic development or human rights.
- Differentiate between developing and developed countries with a cause and effect graphic organizer.
- Analyze primary sources on the economic development in independent Africa using *Ogani-Shell Correspondence, 1970*
- Assess the challenges of a global economy.
- Graphic organizer: Identify the causes and effects of global challenges, human rights violations, and development on the environment.
- Break students into teams and have each group choose one of the environmental concerns and present their findings on the causes and effects on the environment.
- Analyze graphs of child labor around the world. Research the role of protest to bring social change.

- Compare and contrast the roles of women in the 21st century. using *Account of Auntie Afriyie, Published in African Market Women, Gracia Clark, 2010*
- Analyze charts on the effects of population growth on natural resources and land use.
- Research global issues pertaining to migration patterns.
- Develop an argument with cited evidence to support how the world should deal with land use for the future.
- Interview a primary source on the tragedy of 9/11 with a recorded video.
- Post its activity to determine the key characteristics of terrorism.
- Share interviews with classmates followed by class discussion.
- Conduct research on how terrorism is a threat to the global economy.
- Make a proposal on how to maintain stability in poverty stricken nations.
- Predict the future of the internet.
- Analyze graphs to determine the impact of the internet world wide
- Create a poster with the goal of raising awareness of the activities people may have given up to spend time on the computer.
- Summative Assessment

Assessment Evidence

Formative Assessments:

- Era 6 Common Assessments
- DBQ Checkpoints
- 9/11 Interview Assessment

Summative Assessments:

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- Document Based Writing Assessment

Common Benchmark Assessments:

- Era 6 Common Assessments

Alternative Assessments:

- Quest Inquiry Comparing Developed and Developing Countries

Core Instructional & Supplemental Materials

- World History Interactive Tex
    - Topic 12: The World Today (1990-Present)
        - The Developing World
        - the More Developed World
        - Globalization and Trade
        - Social and Environmental Issues
        - International Security
- Articles
    - LGBTQ & Pride Month
    - Juneteenth
    - Specific articles related to the content.
- The Modern Era: World History Interactive Text Primary Source and Reading Guide
- Document Based Assessment Activities for Global History Classes **J. Weston Walch Publisher*
- Document based question Charts

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