Rumson-Fair Haven Regional High School

Course: *World History*
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Board Approval: September 2022
Revision Approval: November 2026

Section I: Course Description

World History focuses on four chronological periods in world history from 1200 CE to the present discussed across nine units of study. The information and these eras are viewed through a common lens of key concepts and themes and applying them to a set of higher-order skills in order to produce effective understandings, and claims. *World History* provides foundational knowledge for the future study of history on the college-level.

Section II: NJSLS: New Jersey Student Learning Standards/Learning Objectives

1. ***2020 New Jersey State Learning Standards-Social Studies:***
    - "…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."
2. ***2023 New Jersey Student Learning Standards English Language Arts:***
    - "A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. …Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace."
3. ***Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLS:***
    - "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."
4. ***Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLS:***
    - "This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy."
      ***Climate Change:** The state of New Jersey has mandated instruction in, "Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs."

5. ***Amistad Law: N.J.S.A. 18A 52:16A-88:***
    - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students."
6. ***Holocaust Law: N.J.S.A. 18A 35-28:***
    - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens."
7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:***
    - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: "A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35."
8. ****Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:***
    - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey's schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: "A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies."
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom's Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *World History* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district's English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined in the Modifications/Accommodations for Social Studies Courses chart.

Section IV: Preparation for Standardized Testing

Instruction in *World History* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: *World History*	**Grade Level:** 11th Grade
Unit I: Historical Landscapes	Weeks 1-5

Unit II: Early Interactions	Weeks 6 -10
Unit III: Afro-Eurasian Interconnections	Weeks 11-15
Unit IV: Global Interactions and Expansions	Weeks 15-16
Unit V: Revolutions	Weeks 17-21
Unit VI: Industrialization and its Effects	Weeks 21 - 30
Unit VII: Global Conflict	Weeks 31- 33
Unit VIII: Cold War and Global Tensions	Weeks 34 - 37
Unit IX: Globalization and the Future	Weeks 38 - 40

Section VI: Primary Texts and Year Long Instructional Resources

The following texts and instructional resources are employed in *World History* curriculum:

- Kenneth R. Curtis' *World History: Voyages of Exploration* —ISBN 978-1-337-78682-9;
- Peter N. Sterns, Stephen S. Gosch and Edwin P Grieshaber's *Documents in World History: Volume II—The Modern Centuries from 1500 to the Present*—ISBN 0-321-33258-X;
- Felipe Fernandez-Arnesto's *Pathfinders: A Global History of Exploration*—ISBN 978-0-393-33091-5
- Segments of the film *Keita! L'heritage du Griot* (1996)
- Segments of the film *Battle of Algiers* (1966)
- Segments of the film *Tree of Iron* (1988)

Section VII: Grading Formula and Assessment Modes

Marking period grades in *World History* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *World History* will foster skills development and historical reasoning:

- Reading and Map Quizzes
- Multiple Choice Questions
- Short Answer Questions
- Structured Writing (Research Papers and Process Essays)

Assessments in *World History* vary greatly in format, and scope/content/skills assessed and alternative assessments, differentiation in assessments, and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *World History* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *World History* curriculum by the *World History* instructional team*:*

Unit I: Historical Landscapes

Unit Summary

In this unit, students will study the far-reaching impacts of societies from early river valley civilizations to the complex and diverse empires through the 1200s. Students will examine the key actions, conflicts, and philosophies that uniquely influence each region including West Africa, the Americas, Medieval Europe, and the Byzantine and Arabic Worlds. Students will further compare a variety of world religions. With the goal of establishing a strong foundation and understanding of each of these civilizations and their unique characteristics.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *World History:*

- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.GeoSV.1.a, 6.2.12.GeoPP.1.a, 6.2.12.GeoGE.1.a-d, 6.2.12.HistoryCC.1.a-g, 6.3.12.GeoGI.1, 6.3.12.EconGE.1
- *2023 New Jersey Student Learning Standards: English Language Arts*
  - L.SS.11–12.1., L.VL.11–12.3., RI.CR.11–12.1., RI.CI.11–12.2., RI.IT.11–12.3., RI.TS.11–12.4., RI.PP.11–12.5., RI.MF.11–12.6., RI.AA.11–12.7., RI.CT.11–12.8., W.AW.11–12.1., W.IW.11–12.2., W.WP.11–12.4., W.WR.11–12.5., W.SE.11–12.6., W.RW.11–12.7., SL.PE.11–12.1., SL.II.11–12.2., SL.ES.11–12.3., SL.PI.11–12.4., SL.UM.11–12.5.
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

Unit Essential Questions

- What comparisons can be made between the diverse civilizations of the world before c. 1200?
- What are the key characteristics and philosophies of the civilizations of the world before c. 1200?
- What conflicts are universal to all civilizations and what are the many diverse solutions to these problems?
- To what extent does the environment shape the diversity of civilization from before c. 1200?
- What contact existed between civilizations before c. 1200 what is the nature of this interaction and what effects did it have?
- What technologies developed before c. 1200 and how did they shape civilizations and their interactions?

Unit Enduring Understandings

- The diverse civilizations of the world from before c. 1200 though seemingly very different all faced almost identical societal challenges but faced them in unique and different ways that have created a diverse global landscape.
- The diversity of societies from before c. 1200 have created a vast variety of guiding principles and philosophies that make up the cornerstones of each of the global regions identity be it, Judeochristian, Muslim, Confucian or any of the other regional philosophies.
- Despite the diversity of societies around the world there are universal challenges that they all must face such as the gathering of food, the creation of shelter and need for societal norms.
- The era prior to c. 1200 begins with a world rather divided with somewhat limited contact between regions. This will dramatically change with the rapid expansion of the mongols and the creation of pax mongolica. The nature of the interactions at this time is often shown as one of conflict but in reality is one of a peaceful exchange of not only goods but also ideas, techniques, and inventions.
- Inventions and innovations from this era such as iron working, mathematics, porcelain, and steel smelting are not only important in their local impact but even more so as a global creation that rapidly expands around the world and reshapes the nature of societies interactions.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Chapter readings
- Class notes
- Athenian Democracy SAC
- China, Rome, and the Silk Road Source Activities
- Chinese Philosophy Jigsaw
- Medieval Europe Timeline

Benchmark & Summative Assessments:

- Ancient River Civilizations Test (Benchmark)
- Classical Civilizations Poster Exhibit Project (Benchmark)
- World Religions Test

Resources Needed:

- *World History: Voyages of Exploration* Ch. 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14
- "The Koran—The Koran and the Family"
- "The Hadith—Islamic Religion"
- "Peasants in Chinese Culture—Peasant Life in Tang and Song China: Evidence from Poetry and Legal

Activity ● Dar-al-Islam Map Activity ● Early Americas Seminar ● Reading Quizzes ● Map Quizzes ● Individual student check-ins with teacher		Documents” ● “Samurai Values—Valor and Fair Treatment: The Rise of the Samurai” ● “Feudal Documents—Feudalism: Contemporary Descriptions and the Magna Carta” ● “Anselm of Canterbury, Monologian—Medieval Theology: Anselm of Canterbury Blends faith and Reason” ● “Writings of Ibn Battuta—African Kingdoms and Islam” ● “The Mayan Story of Human Creation from Popol Vuh and The Aztec Creation Story of the God Utziloipochtli—Mayan and Aztec Creation Stories” ● “Duan Chengsi and Xin Tangshu—China ‘Discovers’ Africa” ● “The Crusades—Christian and Muslim Views of the Crusades” ● “The Secret History of the Mongols—Chinggis Khan and the Rise of the Mongols” ● *Tree of Iron* film

Unit II: Early Interactions	
Unit Summary	
Students will learn about the first interactions between civilizations through the Silk Road, sub-Saharan trade, and Indian Ocean trade. These interactions frequently led to cultural blending and conflict as evidenced by the Crusades, the Viking expansions, the Abbasid Dynasty, the spread of the Mongols, as well as Chinese imperial ambitions. This unit will lay the foundation for students to understand how the world's very diverse civilizations first begin to interact so that students can ultimately connect how this initial period of interaction later influences future actions and identities.	
Standards/Core Ideas/Performance Expectations	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *World History:* ● *2020 New Jersey Student Learning Standards: Social Studies* ○ 6.2.12.GeoSV.1.a, 6.2.12.GeoPP.1.a, 6.2.12.GeoGE.1.a-.d, 6.2.12.HistoryCC.1.a-g, 6.3.12.GeoGI.1, 6.3.12.EconGE.1 ● *2023 New Jersey Student Learning Standards: English Language Arts* ○ L.SS.11–12.1., L.VL.11–12.3., RI.CR.11–12.1., RI.CI.11–12.2., RI.IT.11–12.3., RI.TS.11–12.4., RI.PP.11–12.5., RI.MF.11–12.6., RI.AA.11–12.7., RI.CT.11–12.8., W.AW.11–12.1., W.IW.11–12.2., W.WP.11–12.4., W.WR.11–12.5., W.SE.11–12.6., W.RW.11–12.7., SL.PE.11–12.1., SL.II.11–12.2., SL.ES.11–12.3., SL.PI.11–12.4., SL.UM.11–12.5. ● *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking* ○ 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4 ● *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills* ○ 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9, 9.4.12.IML.5, 9.4.12.IML.8-9	
Unit Essential Questions	**Unit Enduring Understandings**
● What were the causes and effects of global networks after 1200? ● What conflicts occurred as a result of the inter connection of societies after 1200?	● 1200 marks the beginning of a truly global network of interaction and trade. From the conquest of the Mongols creating an era of Pax Mongolica to the expansion of Islam as well as the Crusades. Societies are now interacting on a much more consistent basis. It is no longer the interaction of individual traders on the frontier but rather large and diverse empires and nation states interaction with one another.

• How did information, ideas, and philosophies travel between societies? • What pressures led to the creation of larger empires and what new challenges did this consolidation create? • What are the major religions of the world, how are they interconnected and how do they interact with each other? • How did the expansion of the Mongol Empire destroy the traditional centers of power in Asia? • What positive and negative effects did the Mongol Empire have on Asia? • What were the crusades and how did they shape Europe and the Middle East? • What role did the Vikings play in reuniting Europe following the Dark Ages? • *How has a fear of the "other" been pervasive throughout time and how has it resulted in the persecution, isolation and even genocide of various groups/beliefs/cultures?	• With the continued interaction of peoples across Afro-Eurasia there is an expansion of conflict not just in the military sense but also in culture. Different regions will react to these influences in many different ways from the welcoming of Chinese ideas in Korea to the total rejection of Islam in Europe. • Ideas and philosophies traveled between societies as a result of the creation of vast land based empires. With the safety of these empires came the necessary protection needed for consistent and distant travel bringing with them not just trade goods but also ideas and concepts such as algebra, astronomy, political philosophy, and religion. • Large empires formed as a result of the final conflicts between hunter-gatherer and sedentary societies as well as a result of the technological improvements to transportation and communication that would be needed to create the necessary bureaucracy to run such a large and diverse empire. • All the major global religions of the world; Judaism, Christianity, Islam, Hinduism, and Buddhism, powerfully reflect the region and challenges of the times that they were created in be it the political environment, or the literary geography of their founding location. Some of these religions such as Christianity and Islam were created as a direct influence of another while others form and continue to form based on the challenges and changing needs of their worshipers. • The expansion of the Mongols in many ways reset the traditional powers of China and the Middle East by removing the entrenched power structures and forcing the adaptation of Mongol rule as seen perhaps strongest in the destruction of Baghdad. • The Mongol expansion marked a period of great destruction and death leading to the loss of the cultural center of Baghdad as well as the traditional bureaucracy of China; however in its wake a new period of consistent peace over a vast territory allowed for the renewed flow of ideas, goods, and technologies from the east to the west. • The Crusades marked a period of conflict between the Europeans and at first the Seljuk Turks, and later the Ottomans. The conflict is framed by the religions of Christianity and Islam but is also very much about the expansion of economic and political control in the region. • The Vikings were in many ways the reason why Europe changed from a continent of disconnected feudal states into one of proto-nation states. Their long distance trading via the rivers of Europe stitched the continent back together through well traveled trade routes creating major regional trading hubs from Dublin to Kyiv. • *From the beginning of time, groups different from one another have villainized each other

Evidence of Learning

Formative & Alternative Assessments:	**Benchmark & Summative Assessments:**	**Resources Needed:**
• Classwork • Chapter readings • Class notes • Trade Routes Map Activity • Conquest Map Activity • Cultural and Technological Advances Jigsaw • Sub-Saharan Seminar • Reading Quizzes • Map Quizzes • Individual student check-ins with teacher	• Mongols and Asian Interactions Test	• *World History: Voyages of Exploration* Ch. 7, 10, 12, 13 • "Anselm of Canterbury, Monologian—Medieval Theology: Anselm of Canterbury Blends faith and Reason" • "Writings of Ibn Battuta—African Kingdoms and Islam" • "Duan Chengsi and Xin Tangshu—China 'Discovers' Africa" • "The Crusades—Christian and Muslim Views of the Crusades" • "The Secret History of the Mongols—Chinggis Khan and the Rise of the Mongols"

Unit III: Afro-Eurasian Interactions

Unit Summary

Students will explore the expansion and interconnection of land-based empires in Afro-Eurasia. This will include the establishment and expansion of Middle Eastern Muslim empires including the Ottomans, Safavid, and Mughal, their interconnections with the West African Empires of Mali and Songhai, as well as Sub-Saharan empires such as Great Zimbabwe. The unit will explain Europe's position and interactions with each of these empires as well as global events such as the Black Plague.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *World History:*

- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.GeoPP.1.a, 6.2.12.GeoGE.1.a, 6.2.12.HistoryCC.1.a, 6.2.12.HistoryCC.1.d-e, 6.3.12.GeoGI.1, 6.3.12.EconGE.1
- *2023 New Jersey Student Learning Standards: English Language Arts*
  - L.SS.11–12.1., L.VL.11–12.3., RI.CR.11–12.1., RI.CI.11–12.2., RI.IT.11–12.3., RI.TS.11–12.4., RI.PP.11–12.5., RI.MF.11–12.6., RI.AA.11–12.7., RI.CT.11–12.8., W.AW.11–12.1., W.IW.11–12.2., W.WP.11–12.4., W.WR.11–12.5., W.SE.11–12.6., W.RW.11–12.7., SL.PE.11–12.1., SL.II.11–12.2., SL.ES.11–12.3., SL.PI.11–12.4., SL.UM.11–12.5.
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

Unit Essential Questions	Unit Enduring Understandings
• How did Islam expand throughout the world? • How did Islam blend with local traditions and religions and conflict with others? • What is the nature and purpose of the Trans-Saharan Trade? • How did China influence and shift the identity of its neighboring nations? • What allowed for the rise of the Gunpowder Empires? • What differences and similarities exist between the Ottoman, Safavid, and Mughal Empires? • What was the European reaction to the growth of the Gunpowder Empires? • What technological improvements resulted from and proliferated as a result of new global connections?	• Islam's expansion is not a story of forced conversion but rather one of nomadic conquest and local acceptance of a new salvation based religion. This is later cemented by Islam becoming the key religion of the ruling classes of the Middle East, North Africa, West Africa, the East African Coast, and South East Asia. • Islam was never a religion of forced conversion and at many times blended with local traditions to create regional understandings of the religion as seen in West Africa as well as the Sufi. However, interaction with Islam and other religions can also create direct conflict as seen with its interaction with European Christianity and Hinduism. • The Trans-Saharan Trade represented the movement of North African salt across the Sahara in exchange for West African gold. This interaction dramatically changed the nature of West African culture leading to the expansion of Islam and the creation of great schools of learning in cities such as Timbuktu. The trade also made the West African gold known to Europe and later inspired Portuguese exploration down the coast of Africa to seek these powerful wealthy kingdoms. • Chinese expansion following 1200 came in roughly two means; total acceptance or complete denial. Regions such as Japan and Korea were happy to interact with and import Chinese ideas, in Korea's case becoming a vassel of China, while other regions such as Vietnam resisted Chinese influence completely many times fighting long standing wars for their independence. • The Gunpowder Empires of the middle east universally came to power as a result of the Mongol grip on the region weakening. They divided themselves based on long standing regional conflicts between Sunni and Shi'a populations as well as cultural differences found in the Indian Subcontinent. • The Ottoman, Safavid, and Mughal empires are all bound by their shared devotion to Islam and their wealth derived from trade and military might, however, they greatly differ in terms of their political goals, interpretation of Islam, and longevity. • Europeans had no choice but to react to the expansion of the Ottomans into Eastern Europe as well as the creation of the other powerful

	Gunpowder Empires. In some ways the creation of these empires expedited the flow of goods along the silk road and helped to promote a global trade across Afro-Eurasia, but in many other ways the looming threat of Ottoman conquest helped to galvanize European efforts to explore and conquer the Americas as well as sail to the Indian Ocean. ● This time period marks an incredible expansion of knowledge in innovations across the globe, from gunpowder to the compass, from knowledge of the circulatory system to the invention of algebra. As a result of the many interactions across the world new ideas, innovations, and inventions flourish.

Evidence of Learning

Formative & Alternative Assessments:	**Benchmark & Summative Assessments:**	**Resources Needed:**
● Classwork ● Chapter readings ● Class notes ● Black Death Map Activity ● Black Death primary and secondary source seminar ● Gunpowder Empires Map Activity ● Islamic Empires Comparison Activity ● Reading Quizzes ● Map Quizzes ● Individual student check-ins with teacher	● Gunpowder Empires Project (Benchmark) ● Crusades Research Paper (Summative)	● *World History: Voyages of Exploration* Ch. 10, 12, 13, 16, 18 ● "The Reign of Suleiman—Suleiman the Lawgiver and Ottoman Military Power" ● "Ming and Qing Documents—Confucianism and Popular Protests in China" ● Images of architecture from the Ottoman Topkapi Palace in Istanbul ● Images of traditional Chinese landscape painting from the Ming and Qing dynasties

Unit IV: Global Interactions and Expansions

Unit Summary

The exploration of the Americas marks a critical turning point in history as it is the point from which the world will grow more and more similar over time as opposed to becoming increasingly different. As such, it will be a critical piece of students' understanding. This unit will discuss the Pre-Columbian new world empires, as well as the Spanish conquest of the New World, their later dominances of the region, expansion of the slave trade, and the establishment of mercantile economic policies. This unit will also discuss European expansions into the Pacific and the disruption of the traditional trade systems found there.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *World History:*

- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.GeoSV.1.a, 6.2.12.GeoPP.1.a, 6.2.12.GeoGE.1.b-d, 6.2.12.HistoryCC.1.a-g, 6.3.12.GeoGI.1, 6.3.12.EconGE.1
- *2023 New Jersey Student Learning Standards: English Language Arts*
  - L.SS.11–12.1., L.VL.11–12.3., RI.CR.11–12.1., RI.CI.11–12.2., RI.IT.11–12.3., RI.TS.11–12.4., RI.PP.11–12.5., RI.MF.11–12.6., RI.AA.11–12.7., RI.CT.11–12.8., W.AW.11–12.1., W.IW.11–12.2., W.WP.11–12.4., W.WR.11–12.5., W.SE.11–12.6., W.RW.11–12.7., SL.PE.11–12.1., SL.II.11–12.2., SL.ES.11–12.3., SL.PI.11–12.4., SL.UM.11–12.5.
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9, 9.4.12.DC.3

Unit Essential Questions	Unit Enduring Understandings
● What were the key motivating factors for European exploration? ● What aspects of European culture motivated their actions when they came in contact with the Americas?	● European exploration was driven by God, Gold, and Glory which included the moral responsibility to send missionaries for conversion to Christianity, the economic desire to discover riches in new lands, and a desire for adventure and fame especially among the lower nobility and middle class. ● European cultural, social, and economic structures dictated their actions

• What did Pre-Columbian America look like? • What aspects of Pre-Columbian civilizations motivated their actions when they came in contact with the Europeans? • What occurred when the Europeans arrived in the Americas? • Why was the destruction of Pre-Columbian society so rapid and absolute after the arrival of the Europeans? • *What was the purpose of slavery in the Americas and how did it alter the cultural landscape? • *What economic policies and concepts were created as a result of the Colonial Latin period? • Who were they major European explorers from this era? • What was the nature of European contact with Sub Saharan Africa? • How did the Portuguese and Dutch dramatically shift the traditional trade systems in the Indian Ocean?	in the Americans upon discovery and settlement. Establishing Christianity through both voluntary and forced conversion; creating hierarchies among race, class, and gender; and adhering to the tenets of mercantilism meant that European actions in the New World mirrored those in the Old. • Pre-Columbian American was a patchwork of diverse, yet highly structured, and in many cases advanced, Native American peoples organized into tribes, settlements, and city states. These peoples represented thousands of languages, religious practices, and cultural traditions and stretched from the Northeastern coast of North America to Cape Horn in South America. • Pre-Columbian civilizations were primarily motivated by self interest as they came into increased contact with Europeans. That could mean survival as they fought against the Europeans or were ravished by their germs, or it could mean success as they allied themselves with the Europeans in order to defeat local and long-lasting foes. • *As the Europeans arrived in the Americas, there was increased competition everywhere in the form of Europeans competing with Native Americans for the land to be settled, Native Americans competing with one another through the use of European alliances and technologies, and Europeans competing with one another for control of the continents and its resources. This increased competition led to widespread violence and destruction, usually mostly at the expense of the Natives. • The destruction of the Americas was so rapid due to the splintered Native civilizations which prevented unified response against the Europeans, as well as the spread of novel diseases and the use of improved technology unavailable to Natives at the time. • *The purpose of slavery in the Americas was to provide a stable and cheap labor force (in lieu of Native labor) for the cultivation of raw resources to be used back in Europe. This dramatically altered the cultural landscape as it brought new languages, traditions, and religions from Africa to the New World where it blended with both European and Native cultures. • *During the Colonial Latin period, the encomienda system was used as a social and economic hierarchy to organize society based on race and ancestry. This system created an economic labor force made up of slaves and Natives, controlled by European born settlers in order to bring increased profit to those in Europe. • Major European explorers during this era include Christopher Columbus, Francisco Pizarro, Amerigo Vespucci, Juan Ponce de Leon, Hernando Cortes, John Cabot, Henry Hudson, and Samuel de Champlain. • European contact with Sub Saharan Africa was mainly focused on circumventing the Muslim land based trade routes in order to participate more lucratively in the West African gold, salt, and slave trade and the Indies spice trade. • The Portuguese and the Dutch upended the traditional trade systems in the Indian Ocean by bypassing Muslum traders and creating a series of European controlled outposts along the coasts of Africa in order to directly access the Indian Ocean and its rich array of spices.

Evidence of Learning

Formative & Alternative Assessments:	**Benchmark & Summative Assessments:**	**Resources Needed:**
• Classwork • Chapter readings • Class notes • Columbian Exchange Map Activity • Columbian Exchange Activity	• Pre-Columbian Societies Test	• *World History: Voyages of Exploration* Ch. 15, 16, 17 • "Latin American Working Conditions—Economy and Society in Latin America" • "African and Western Interaction—Africa and the European Slave Trade" • "The Migration of Food and Disease—The

• Slave Trade Ted Talk Activity and Seminar • Mercantilism Activity / Simulation • Reading Quizzes • Map Quizzes • Individual student check-ins with teacher		Columbian Exchange in the Early Modern Period" • Maps to show the routes of significant early European explorers • Map detailing the flow of plants and animals involved in the Columbian Exchange • Images of Magellan's voyage through Polynesia • Charts depicting Dutch enterprise in Polynesia • Graph quantifying the impact of new diseases on native populations in the Americas • Graph of the impact of the slave trade on African populations • Map depicting Triangle Trade

Unit V: Revolutions	
Unit Summary	
Following global interconnectivity, new challenges and ideas flow across the globe leading to a period of political instability and a series of dramatic revolutions. This unit will discuss the legacy of the American Revolution but will focus more on the impacts of the French Revolution, Haitian Revolution, and the unification of Italy as well as Germany. It will also look into the slow decline of the Ottoman Empire as well as the decline of the Qing Dynasty and the Taiping Rebellion.	
Standards/Core Ideas/Performance Expectations	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *World History:* • *2020 New Jersey Student Learning Standards: Social Studies* ○ 6.2.12.CivicsPI.3.a, 6.2.12.CivicsPD.3.a, 6.2.12.CivicsDP.3.a-b, 6.2.12.HistoryCC.3.a-c, 6.2.12.GeoGI.3.a, 6.2.12.EconGI.3.a-c, 6.2.12.EconET.3.a-b, 6.2.12.HistoryUP.3.a, 6.3.12.GeoGI.1, 6.3.12.EconGE.1 • *2023 New Jersey Student Learning Standards: English Language Arts* ○ L.SS.11–12.1., L.VL.11–12.3., RI.CR.11–12.1., RI.CI.11–12.2., RI.IT.11–12.3., RI.TS.11–12.4., RI.PP.11–12.5., RI.MF.11–12.6., RI.AA.11–12.7., RI.CT.11–12.8., W.AW.11–12.1., W.IW.11–12.2., W.WP.11–12.4., W.WR.11–12.5., W.SE.11–12.6., W.RW.11–12.7., SL.PE.11–12.1., SL.II.11–12.2., SL.ES.11–12.3., SL.PI.11–12.4., SL.UM.11–12.5. • *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking* ○ 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4 • *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills* ○ 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9	
Unit Essential Questions	**Unit Enduring Understandings**
• What social reforms and ideologies created an environment conducive to political revolution? • To what extent were the political changes around the world in the period 1750 to 1900 a political revolution versus a political reformation? • In what ways did the revolutions of the US, France, Haiti, and Latin America compare and contrast in their causes and effects? • To what extent did one nation or region's revolutions impact the revolutions of another nation or region? • How did the unification of Italy and Germany create a sense of	• New social movements in Europe and the Americas such as the Protestant Reformation, the Enlightenment, and the Scientific Revolution led to an environment that was more conducive and receptive of major social and political changes. • Although there was a great deal of political and social change throughout the world from 1750 to 1900, there was also a great deal of continuity at the end of these political revolutions. Power, wealth, and influence might have been redistributed, but it was still largely consolidated to a ruling class, though the nature of that ruling class might have shifted in requirements such as noble birth, land, or money. • The revolutions in the US, France, Haiti, and throughout Latin America all were driven by new ideals brought forth by the Enlightenment and other social reform movements. Additionally, these revolutions usually began as a result of the efforts of influential leaders and the emerging middle class and shifted to become more populist movements. They differed in their causes and effects, however, as some were begun in order to overthrow internal ruling forces while others were done to gain independence from a foreign power. Additionally, the revolutions

nationalism domestically and tension internationally? ● To what extent was the decline of the Ottoman Empire an internal collapse versus an external destruction? ● How did the Taiping Rebellion begin in China and impact the region and larger global political landscape?	differed in their levels of violence as some resulted in great deals of bloodshed and war, while others were more peaceful. ● These revolutions served as inspirations and catalysts for the others. The US revolution brought new hope for revolutionaries in France, as well as created the dire economic situation that ultimately sparked the French Revolution. The chaos of the French Revolution and the resulting power vacuums then and after (during Napoleon's rule) created ideal moments for revolution in both Haiti and Latin America. ● The unification of Italy and Germany created a sense of national pride as kingdoms and regions were united under a common cause, language, and leader for the first time - usually after finding a common enemy to oppose. This unification thus created internal tension as there were new world powers to contend against the traditional powers in Europe. ● The Ottoman Empire's decline was a long series of internal struggles including corruption, overtaxation, overextended borders, and religious tension that ultimately led to an external event (World War I) causing the final downfall of the empire. ● The Taiping Rebellion began in China in 1850 as a revolt against the Qing dynasty by the religious cult known as the God Worshiping Society. This revolt was aided by the weakening of the Qing dynasty by foreign powers during the First and Second Opium Wars and led to further isolation and decline of Chinese power, leaving it vulnerable for further invasion and subjugation by Western powers.

Evidence of Learning

Formative & Alternative Assessments:	**Benchmark & Summative Assessments:**	**Resources Needed:**
● Classwork ● Chapter readings ● Class notes ● Revolutions Map and Timeline Activity ● Principles and Philosophies of Revolutions Comparison Activity ● Italian and German Unification Activity ● Taiping Rebellion primary and secondary source activity ● Reading Quizzes ● Map Quizzes ● Individual student check-ins with teacher	● Enlightenment & Revolutions Test	● *World History: Voyages of Exploration* Ch. 21, 23, 25 ● "Classic Documents of the Revolution—The French Revolution and Its Aftermath" ● "Correspondence Between China and England—The Opium War: China and the West" ● "Chinese Crisis—Chinese Reform Movements" ● "The Meiji Restoration—The Meiji Restoration in Japan" ● "Proclamation by India Rebels—The 1857 Rebellion: Insurgent Goals" ● "Documents by Jean Jacques Dessallinese, Simon Bolivar, and Porforio Diaz—Independence and Consolidation of New States (1791-1910)" ● "Latin American Revolutionary Documents—20th Century Latin American Politics: The Revolutionary Challenge" ● "African Nationalism Documents— African Nationalism" ● "The Sting of Racism—"Racism in World History" ● Eugene Delacroix's "Liberty Leading the People" ● Maps and charts depicting independence movements in Latin America

Unit VI: Industrialization and its Effects

Unit Summary

During and following the events of political revolutions around the world, a series of scientific and philosophical ideas permeate the globe, affecting the standard of living and political tensions. This unit will discuss the ideas of Reformation and Enlightenment in Europe, as well as the Agricultural Revolution, Industrialization, and urbanization that happens in

Europe. These periods eventually lead to European Imperialism, and the establishment of modern economic systems. It will discuss the effects of Industrialization on Japan during the Meiji Restoration as well as the Opium Wars and Boxer Rebellion in China.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *World History:*

- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.CivicsPR.2.a-b, 6.2.12.GeoPP.2.a, 6.2.12.EconGE.2.a, 6.2.12.HistoryCC.2.a-c, 6.2.12.HistoryUP.2.a, 6.3.12.GeoGI.1, 6.3.12.EconGE.1
- *2023 New Jersey Student Learning Standards: English Language Arts*
  - L.SS.11–12.1., L.VL.11–12.3., RI.CR.11–12.1., RI.CI.11–12.2., RI.IT.11–12.3., RI.TS.11–12.4., RI.PP.11–12.5., RI.MF.11–12.6., RI.AA.11–12.7., RI.CT.11–12.8., W.AW.11–12.1., W.IW.11–12.2., W.WP.11–12.4., W.WR.11–12.5., W.SE.11–12.6., W.RW.11–12.7., SL.PE.11–12.1., SL.II.11–12.2., SL.ES.11–12.3., SL.PI.11–12.4., SL.UM.11–12.5.
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

Unit Essential Questions	Unit Enduring Understandings
• What were the effects of the Enlightenment on different societies? • What impact did environmental factors have on industrialization from 1750 to 1900? • How did different modes and locations of production change over time? • How did technology shape economic production over time? • How did different economic strategies such as Communism and Capitalism develop and affect respective political landscapes? • To what extent did industrialization bring about demands for social, economic, and political reform and to what extent did these reforms find success? • How did new ideologies, industrialization, and emerging economic strategies lead to increased imperialism and state-building around the world? • What internal and external factors in various nations led to shifts in geopolitical power and economic interconnections? • How did emerging economic strategies and environmental developments create the emergence of a global economy and new waves of international migration? • *How did increased human migration and imperialism change social hierarchies within nations and between nations?	• The Enlightenment inspired multiple revolutions across the world including in the United States, France, and Latin America. These revolutions ultimately led to a series of independence movements and new political systems on every continent. • The Industrial Revolution was largely preceded by both the Agricultural Revolution, which led to an increase in both food production and population, and the discovery of new environmental power sources including coal and petroleum. • New means of production including factories, especially textile factories, began around rivers in order to harness hydroelectric power but then quickly shifted to locations rich in coal deposits. Eventually these locations for factories attracted a huge influx of people which led to an increase in urbanization. • Innovative technology led to an increase in efficiency and a dramatic increase in economic output across the industrialized world. Additionally, this new technology required low skill labor which opened the door for new laborers in the form of immigrants, women, and children. • Both capitalism and communism emerged as economic strategies during the Industrial Era. Capitalism, first theorized by Adam Smith, eventually came to represent industrialization and democracy as the theory promotes the idea of laissez faire and rugged individualism. Conversely, communism came to be seen as the economic and political theory of the plebeian working class who longed for more equity in their increasingly unfair economic, social, and political world. • Industrialization's drawbacks included dangerous working conditions, unfair labor practices, low wages, and environmental harm all of which led to an increase in dissent and calls for reform from the working class. This reform led to an increase in political participation, union membership, and social reform movements including suffrage and prohibition. • Industrialization's successes included new technology, better efficiency, and greater economic output in industrialized societies which led to a greater demand for raw resources and new markets in underdeveloped nations. These successes at the same time created the means to more effectively imperialize these nations in order to seize those resources and markets for Western control.

	● As the age of imperialism advanced, internal struggles and external pressures in both developed and developing nations led to shifts in power dynamics. Developed nations enjoyed the benefits of imperialization, stable political systems, and strong economic markets at the expense of developing nations who frequently suffered political instability and corruption, plundered natural resources, and captive economic markets. ● Both industrialization and imperialization led to an increase in international migration as those in underdeveloped nations migrated, voluntarily or forcibly, to developed nations for economic opportunity and political safety. ● *The increase in human migration as a result of industrialization and imperialism led to greater waves of xenophobia and more nationalistic tensions between ethnic and cultural groups within and across borders.

Evidence of Learning

Formative & Alternative Assessments:	**Benchmark & Summative Assessments:**	**Resources Needed:**
● Classwork ● Chapter readings ● Class notes ● Migration Map Activity ● Industrialization Then and Now Seminar ● Meiji Restoration Jigsaw Activity ● Opium War and Boxer Rebellion Political Cartoon Analysis ● Reading Quizzes ● Map Quizzes ● Individual student check-ins with teacher	● Industrial Revolution Research Paper (Summative)	● *World History: Voyages of Exploration* Ch. 19, 20, 22, 23, 24 ● "Industrial Revolution Documents—Work and Workers in the Industrial Revolution" ● Images that show conditions in British factories during the Industrial revolution ● Graphs and charts depicting the impact of Industrialization on demographics, the environment, etc.

Unit VII: Global Conflict

Unit Summary

The early 20th century is marked as an era of war and global conflicts. This unit will focus on how these conflicts draw in the entirety of the world and how they change the global landscape. This unit will include a study of World War I, the Armenian Genocide, World War II, the Holocaust, a rise of Chinese Communism, and Japanese Imperialism.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *World History:*

- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.CivicsPI.4.a, 6.2.12.CivicsHR.4.a, 6.2.12.GeoSP.4.a-b, 6.2.12.GeoGI.4.a, 6.2.12.EconEM.4.a, 6.2.12.HistoryCC.4.a-.h, 6.2.12.HistoryUP.4.a-c, 6.2.12.HistoryCA.4.a-.c, 6.3.12.GeoGI.1, 6.3.12.EconGE.1
- *2023 New Jersey Student Learning Standards: English Language Arts*
  - L.SS.11–12.1., L.VL.11–12.3., RI.CR.11–12.1., RI.CI.11–12.2., RI.IT.11–12.3., RI.TS.11–12.4., RI.PP.11–12.5., RI.MF.11–12.6., RI.AA.11–12.7., RI.CT.11–12.8., W.AW.11–12.1., W.IW.11–12.2., W.WP.11–12.4., W.WR.11–12.5., W.SE.11–12.6., W.RW.11–12.7., SL.PE.11–12.1., SL.II.11–12.2., SL.ES.11–12.3., SL.PI.11–12.4., SL.UM.11–12.5.
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.5, 9.4.12.IML.8-9, 9.4.12.DC.3, 9.4.12.DC.7

Unit Essential Questions	**Unit Enduring Understandings**

• What factors led to political, economic, and social changes after 1900? • What were the long-term and immediate causes to World War I? • *How did World War I affect politics, economics, and societies across the globe? • How did World War I change the style of warfare and use of weaponry? • What changes occurred in territorial holdings from 1900 to the present? • What were the long-term and immediate causes to World War II? • *How did World War II affect politics, economics, and societies across the globe? • *What were the consequences of mass atrocities in the period of 1900 to the present?	• The age of industrialism, political revolutions, and global trade interactions, contributed to the rise in nationalism, militarism, alliances, and imperialism. These four factors impacted many of the political, economic, and social changes across the globe at the turn of the 20th century and led to tensions and events prior to World War I. • Militarism, alliances, imperialism, and nationalism created unavoidable tensions between many nations, particularly in Europe after 1900. The "powder keg of Europe" was home to the initial event that would spark the world in war in 1914. • *Although nations vowed for peace after World War I, that peace was short-lived. There were many devastating consequences to the environment, populations, and the global economy. Soldiers suffered medical conditions and psychological trauma. Entering into the 1920s, many nations struggled to keep up economic stability and political control in their own nations. • World War I introduced new technologies and discoveries into war. Airplanes, tanks, machine guns, and gasses became essential against the enemy. Trench warfare replaced guerilla fighting or traditional line infantry and the term "total war" was coined to describe the entire nation's efforts contributing to the war. • The late 1800s saw a scramble to claim land holdings all over the globe by more powerful nations. Control over land and resources were the primary goal of expanding a nation's influence largely into Africa, Asia, and Latin America. These colonial holdings were inspired by worldwide revolutions, Enlightenment ideals, and nationalistic fervor to gain their independence. Thus, parent countries were no longer able to exploit the population or the resources of their previous land claims into the mid-20th century. • The weak peace agreements and dissatisfaction of countries after World War I, effectively caused World War II. A rise in dictatorships in Europe and Asia also contributed to World War II's outbreak. As Germany sought its expansion through the policy of "lebensraum," and the rest of the world tried appeasement to maintain peace, Hitler provoked World War II into action. • *World War II left the world politically divided, economically unequal, and socially devastated. As with WWI, many populations were drastically reduced, landscapes were destroyed, means for economic growth were disrupted, and returning soldiers remained traumatized. • *During the 20th century, several mass atrocities and genocides affected the world. Both military and civilian deaths were extremely high during WWI and WWII. In addition, the Armenian Genocide, the Holocaust, Stalin's Gulags, and the Rape of Nanking all contributed to a higher global death toll into the mid-20th century.

Evidence of Learning

Formative & Alternative Assessments:	**Benchmark & Summative Assessments:**	**Resources Needed:**
• Classwork • Chapter readings • Class notes • Causes of World War I Jigsaw • Armenian Genocide Seminar • World War I Map Activity • World War II Map Activity • World War II Jigsaw • Dictators Analysis	• New Imperialism Project • World Wars Test • Holocaust Test	• *World History: Voyages of Exploration* Ch. 25, 26, 27 • "Lenin's Writings—Lenin and the Russian Revolution" • "Nationalist Documents—The Emergence of Modern Turkey" • "Zionist, Israeli, and Palestinian Documents—Middle Eastern Dreams in Conflict: Israelis and Palestinians" • "Two Revolutionary Leaders—Chinese Revolutionaries: Sun Zhongshan and Mao Zedong" • "Chinese Documents—Communism, Chinese Style: Peasants and Students" • Images of trench warfare during World War I • Graphs and charts of casualties sustained during World War I • Images of Nazi youth rallies

• Sino-Japanese War SAC • World War Propaganda Analysis • World War II Trial • Reading Quizzes • Map Quizzes • Individual student check-ins with teacher		• Map detailing the Chinese Communists' "Long March" under Mao Zedong • Images of warfare during World War II, in Europe and the Pacific • Graphs and charts of casualties sustained during World War II • Maps showing natural resources available in Oceania during World War II • Maps depicting troop movements in the European and Pacific Theaters • Images of Dachau and Auschwitz • The video "The Fallen of WWII" • Graphs and charts quantifying victims of the Holocaust

Unit VIII: Cold War and Global Tensions

Unit Summary

Following the period of global conflicts, the geopolitical and philosophical differences of the 20th century became apparent in the new conflict of the Cold War. The unit will explore the many conflicts within the Cold War as well as the independence movements of Africa and French Indo-China, establishing the purpose in which this conflict played out globally.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *World History:*

- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.CivicsPI.5.a, 6.2.12.CivicsHR.5.a, 6.2.12.HistoryCC.5.a, 6.2.12.GeoPP.5.a, 6.2.12.GeoSV.5.a, 6.2.12.GeoGI.5.a, 6.2.12.EconET.5.a-b, 6.2.12.EconGE.5.a, 6.2.12.HistoryCC.5.a-h, 6.3.12.GeoGI.1, 6.3.12.EconGE.1
- *2023 New Jersey Student Learning Standards: English Language Arts*
  - L.SS.11–12.1., L.VL.11–12.3., RI.CR.11–12.1., RI.CI.11–12.2., RI.IT.11–12.3., RI.TS.11–12.4., RI.PP.11–12.5., RI.MF.11–12.6., RI.AA.11–12.7., RI.CT.11–12.8., W.AW.11–12.1., W.IW.11–12.2., W.WP.11–12.4., W.WR.11–12.5., W.SE.11–12.6., W.RW.11–12.7., SL.PE.11–12.1., SL.II.11–12.2., SL.ES.11–12.3., SL.PI.11–12.4., SL.UM.11–12.5.
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.5, 9.4.12.IML.8-9, 9.4.12.DC.3, 9.4.12.DC.7

Unit Essential Questions	Unit Enduring Understandings
• What are the ideological struggles during the Cold War? • *How did the Cold War impact the world after 1945? • What were the consequences of communism in China? • How did nationalism arise in the period after 1900? • How did different nations achieve independence after 1900? • What were the effects of decolonization on governments and economies? • What challenges did traditional governments face in the 1900s? • What brought the Cold War to its end? • How were the effects of the	• The Cold War was a competition of political ideologies; the United States promoting Democracy while the Soviet Union sought to expand Communism. Although several proxy wars made fighting inevitable, the Cold War was a time period where the United States and Soviet Union were constantly at the brink of all out war due to a desire to influence the world. • After WWII ended in 1945, tensions arose between two superpowers (as well as their allies and satellite nations), which placed political leaders and ideologies at odds with one another. This made global cooperation difficult and economic gain challenging. • *Subscription to passionate Communistic or Capitalistic/Democratic ideologies led to extreme fear of "the other" and resulted in minority groups around the world being bullied into conformity. • The rise of communism in China led to autocratic rule by a dictator. Not only were political rivals at risk, but ordinary citizens suffered from a lower standard of living, extreme propaganda and censorship, and a fear of the government. • Nationalism rose in the period leading up to WWI and continued throughout the 20th century as people either felt a need to become their own nation, or fought to belong to another one. This pride in one's nation highlighted

Cold War similar in both the Eastern and Western Hemispheres?	ethnic, religious, and political differences of certain groups, while unifying others. ● Independence movements during the 1900s were popular due the rise in nationalism and the instability of imperialistic control. ● As colonial holdings became independent nations, powerful countries suffered economic and political losses. Colonial holdings were a source of income and power because of their resources, land, and population. ● Traditional governments like dynastic monarchies and autocratic dictatorships faced revolts within their own nations as well as by their colonies. As Democratic revolutions became successful, more countries opted for a government ruled by their own people. ● The Cold War effectively ended with the destruction of the Berlin Wall in 1989 and the Soviet Union's policies of "openness." ● The Cold War saw a period of stratification in both Eastern and Western Hemispheres as "proxy-wars" were conducted between superpowers. This led to an increased push for independence (both political and economic) and nationalism in Eastern Europe, Asia, and Latin America. Additionally, the destabilization caused by the Cold War led to an increase in revolutionaries and terrorist organizations all across the world.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
● Classwork ● Chapter readings ● Class notes ● Cold War Map Activity ● Cold War Political Cartoons Activity ● African Independence Map Activity ● Vietnam SAC ● Cold War for 1st, 2nd, and 3rd World Comparison Effects Jigsaw Activity ● Reading Quizzes ● Map Quizzes ● Individual student check-ins with teacher	● Cold War Conflicts Project ● Cold War Quiz	● *World History: Voyages of Exploration* Ch. 28, 29 ● "Lenin's Writings—Lenin and the Russian Revolution" ● "Nationalist Documents—The Emergence of Modern Turkey" ● "Zionist, Israeli, and Palestinian Documents—Middle Eastern Dreams in Conflict: Israelis and Palestinians" ● "Two Revolutionary Leaders—Chinese Revolutionaries: Sun Zhongshan and Mao Zedong" ● "Chinese Documents—Communism, Chinese Style: Peasants and Students" ● "Latin American Revolutionary Documents—20th Century Latin American Politics: The Revolutionary Challenge" ● "African Nationalism Documents—African Nationalism" ● "Cold War Documents—The Cold War" ● Maps depicting the alignment of nations during the Cold War ● Video depicting every nuclear bomb test since 1945 ● Graphs and charts of the GDP for various countries in Europe, Asia, Africa, and the Americas

Unit IX: Globalization and the Future

Unit Summary

The collapse of the Soviet Union and the beginning of the 21st century brings with it a whole different set of challenges caused by the creation of modern globalization. The unit will review the challenges of migration, the war on terror, climate change, civil rights, and economic imperialism.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *World History:*

- *2020 New Jersey Student Learning Standards: Social Studies*

- 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a-b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.a-c, 6.2.12.HistoryCC.6.a, 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistoryCA.1-2
- *2023 New Jersey Student Learning Standards: English Language Arts*
  - L.SS.11–12.1., L.VL.11–12.3., RI.CR.11–12.1., RI.CI.11–12.2., RI.IT.11–12.3., RI.TS.11–12.4., RI.PP.11–12.5., RI.MF.11–12.6., RI.AA.11–12.7., RI.CT.11–12.8., W.AW.11–12.1., W.IW.11–12.2., W.WP.11–12.4., W.WR.11–12.5., W.SE.11–12.6., W.RW.11–12.7., SL.PE.11–12.1., SL.II.11–12.2., SL.ES.11–12.3., SL.PI.11–12.4., SL.UM.11–12.5.
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.3, 8.2.2.ITH.1-3, 8.2.12.EC.3, 8.2.12.ETW.1, 8.2.12.EC.1-4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.5, 9.4.12.IML.8-9, 9.4.12.DC.3, 9.4.12.DC.7

Unit Essential Questions	Unit Enduring Understandings
• How did the development of new technologies change the world from 1900 to the present? • How did environmental factors affect human populations over time? • What changes occurred in the global economy from 1900 to the present? • *How did social roles and practices stay the same or change over time? • What is globalization and what are its modern effects?	• From 1900 to the present, new technologies, such as the use of telecommunications, the expansion of the internet, the creation of time-saving labor devices, and developments in medicine, have connected nations in political, economic, and social means. • Human populations have migrated within countries and found new homes in other nations because of changes in climate, availability of resources, and risks of natural disasters. • During the 20th century, the global economy has expanded to meet the needs of many nations. An increase in trade agreements has led to more frequent transfer of resources and goods between countries, but has also increased competition among rival nations. • *Social norms and expectations have changed in many ways across the globe. Various minority groups, religious sects, and persons with disabilities have seen changes both politically and socially. While many traditional expectations still exist across the globe, social roles have been challenged by the rise in LGBTQ+ activism, religious beliefs, and political ideologies. • Globalization is the process by which business expands and develops international influence. Globalization has made a wider variety of goods more readily available at more affordable costs. The cost of labor and manufacturing have decreased, and healthy competition has increased the amount of goods sold across the globe. Countries benefit from the connectedness of the world, but have also increased their dependency on one another.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
• Classwork • Chapter readings • Class notes • Climate Change SAC • War on Terror Map Activity • Economic Imperialism Seminar • Civil and Human Rights (Race, LGBTQ+, Women, Abortion, Labor, etc.) Global Comparison Activity • Global Politics and Economics Comparison Webquest Activity • Reading Quizzes • Map Quizzes	• Globalization & the Modern World Quiz • Student Capstone Projects (Summative)	• *World History: Voyages of Exploration* Ch. 30 • "Climate Report" - Climate Change • Paris Accords - Climate Change • 9/11 Commission - War on Terror • George W. Bush speech after 9/11 - War on Terror • Barack Obama speech after assassination of Osama bin Laden - War on Terror • Joe Biden speech after removal of troops from Afghanistan - War on Terror • United Nations Report on Human Trafficking • UN Women's Strategic Plan, 2022-2025 • UN Resolutions on sexual orientation and gender identity

Section XI: Unit Reflection

The *World History* instructional team must confer upon the completion of each instructional unit in *World History* and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for

approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *World History* curriculum.

Unit Reflection Form: *World History*			
Lesson Activities:	**Strongly**	**Moderately**	**Weakly**
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic

disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends <u>across</u> the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)