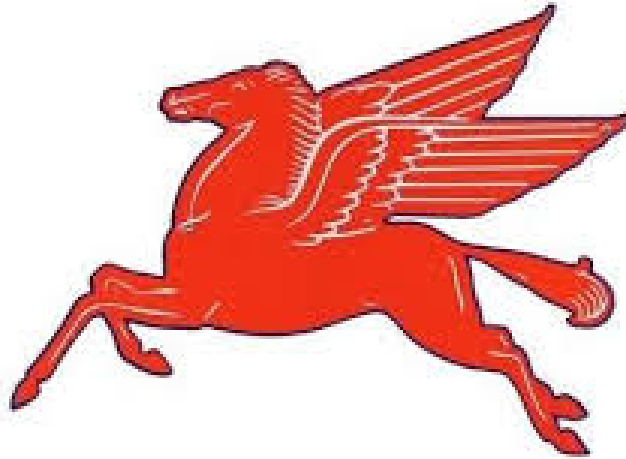


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



World History - Grade 09

UPDATED 2020-2021

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: October 2021

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Paulsboro Public Schools

Superintendent, Dr. Roy Dawson, III

Board of Education

Mr. Marvin E. Hamilton, President

Mrs. Danielle Scott, Vice President

Mrs. Theresa Cooper

Mr. Robert Davis

Mrs. Crystal L. Henderson

Mrs. Rosanne Lombardo*

Ms. Elizabeth Reilly

Mr. Markee Robinson

Ms. Tyesha Scott

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* Greenwich Township Board of Education Representative

District Administration

Mrs. Christine Lindenmuth, Director of Curriculum, Instruction & Assessment

Mrs. Anisah Coppin, Business Administrator/Board Secretary

Mr. Robert Harris, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

(#) GRADE PACING CHART (2020-2021)

TOPIC	# OF DAYS	DATES	COMMENTS
<i>1 – The Renaissance</i>	10	<i>9/9 – 9/22</i>	<i>Causes, Humanism, Italian Renaissance, Northern Renaissance, Achievements, Review, Assessment</i>
2 – Protestant Reformation	10	9/23 – 10/7	<i>Martin Luther, other reformers, The Catholic Church’s response, effects/social unrest, review, and assessment</i>
3 – European Exploration and Expansion	10	10/8 – 10/21	<i>Mughal Empire, European exploration of the East, China and Japan rejects expansion, Spain’s American empire, Europeans settle North America, The Atlantic slave trade from the African perspective (Amistad Commission), Columbian Exchange and lasting impact</i>
4 – Absolute Monarchs of Europe	10	10/22 – 11/4	<i>Absolutism in Spain, France, Central Europe, and Russia. Parliament limits on monarchy in England</i>
5 – Enlightenment and Revolution	10	11/9 – 11/23	<i>Scientific Revolution, Enlightenment ideas develop and spread, The American Revolution</i>
6 – The French Revolution and Napoleonic Era	10	11/30 – 12/11	<i>French Revolution causes, Reforms and the Reign of Terror, Napoleon’s rise to power, Napoleonic Europe and associated wars, Congress of Vienna</i>
7 – Revolutions and Nationalism	10	12/14 – 1/6	<i>Latin American Independence movements, Revolutions throughout Europe, Nationalism: united Italy and Germany, divided Austria-Hungary and Ottoman Empire, changes in the arts</i>

TOPIC	# OF DAYS	DATES	COMMENTS
8 -- The Industrial Revolution	10	1/7 – 1/21	<i>Causes of Industrialization, Manchester England, Industrialization Spread, the Industrial world/ factory system</i>
9 – Age of Democracy and Progress	10	1/22 – 2/4	<i>19th Century reform movements, Expansion and civil war in the U.S. Self-rule for British colonies</i>
10 – Imperialism	10	2/5 – 2/19	<i>Roots of Imperialism, Africa, Middle East, India, Southeast Asia, and U.S. economic imperialism in Latin America</i>
11 -- Transformations around the Globe	7	2/22 – 3/2	<i>China resists outside influence Japan's modernization Turmoil and change in Mexico</i>
12 – World War I and the Russian Revolution	12	3/3 -- 3/18	<i>Causes, Europe plunged into war, conflict turned global, Russia's withdraw, U.S. involvement, flawed peace</i>
13 – Years in Crisis (Interwar Years)	12	3/19 – 4/9	<i>Imperial China collapses, Nationalism in Southwest Asia, Stalinist Russia, Postwar uncertainty, worldwide economic depression, Fascism rises in Europe, Aggressors invade Poland</i>
14 – World War II and the Holocaust	15	4/12 – 4/30	<i>Lightning war, Japan's campaign in the Pacific, The Holocaust, The US entrance, Allied Victory, Europe and Japan in ruins</i>
15 – The Cold War	12	5/3 – 5/18	<i>Superpowers face off, Communists take power in China, wars in Korea and Vietnam, Cold war divides the world, Cold war thaws</i>
16 – The Colonies Become New Nations	10	5/19 – 6/2	<i>India and Southeast Asia gain independence, New Nations in Africa, Conflicts in Middle East</i>

DEFINITIONS

NJ Student Learning Standards – Clear and specific benchmarks for students’ achievement in various content areas. The standards ensure that each child receives a “thorough and efficient education”.

21st Century Life and Careers Standards – These skills that are comprised of the “12 Career Ready Practices” and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

ELA Companion Standards – Consists of standards for reading and writing in History, Social Studies, Science and Technical subjects. ELA curricula

Gifted and Talented Learners – Students with high-ability who may need more depth and complexity in instruction.

Special Education Learners – Students in need of supports and interventions to improve student achievement

English Language Learners – Students with a native language other than English or who are at varying degrees of English language proficiency.

QUARTER 1
Big Idea: Political and Social Revolutions
Topic: The Renaissance

<p>Standards:</p> <p>NJ Student Learning Standards:</p> <p>SOC.6.2.12.HistoryCC.2.b - [<i>Performance Expectation</i>] - Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).</p> <p>SOC.6.2.12.HistoryCC.2.c - [<i>Performance Expectation</i>] - Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>SOC.6.2.12.HistoryUP.2.a - [<i>Performance Expectation</i>] - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>21st Century Life and Careers:</p> <p>CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p> <p>Technology Standards:</p> <p>TECH.8.1.12.A.CS2 TECH.8.1.12.A.3 TECH.8.1.12.B.CS1 TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS2 TECH.8.1.12.C.CS4 TECH.8.1.12.D.CS1 TECH.8.1.12.D.1 TECH.8.1.12.D.CS2 TECH.8.1.12.D.CS3 TECH.8.1.12.E.CS1 TECH.8.1.12.E.CS2 TECH.8.1.12.F.CS3 TECH.8.2.12.B.CS2 TECH.8.2.12.B.CS3 TECH.8.2.12.B.CS4 TECH.8.2.12.B.4 TECH.8.2.12.B.5</p>	GOALS				
	<p>SWBAT</p> <p>Determine the factors that led to the Renaissance</p> <p>Explain the significance of the location of the Italian city-states as the center of the Renaissance</p> <p>Analyze how the Renaissance impacted the arts.</p>				
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Essential Questions</td> <td style="width: 50%; text-align: center;">Assessments</td> </tr> <tr> <td> <ul style="list-style-type: none"> • What was the Renaissance? • What caused the Renaissance? • Who were some of the most influential Renaissance artists / scholars? • How did the Renaissance impact people, government, the status quo, the Church? • How did the Renaissance change the world? • How did art evolve during the Renaissance? • How can art and music show what is important in society? • How can the Renaissance be defended at a turning point in global history </td> <td> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • Renaissance Art project • Presentations • Unit Assessment (p. 336-337) • Unit Test </td> </tr> </table>	Essential Questions	Assessments	<ul style="list-style-type: none"> • What was the Renaissance? • What caused the Renaissance? • Who were some of the most influential Renaissance artists / scholars? • How did the Renaissance impact people, government, the status quo, the Church? • How did the Renaissance change the world? • How did art evolve during the Renaissance? • How can art and music show what is important in society? • How can the Renaissance be defended at a turning point in global history 	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • Renaissance Art project • Presentations • Unit Assessment (p. 336-337) • Unit Test
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<ul style="list-style-type: none"> • What was the Renaissance? • What caused the Renaissance? • Who were some of the most influential Renaissance artists / scholars? • How did the Renaissance impact people, government, the status quo, the Church? • How did the Renaissance change the world? • How did art evolve during the Renaissance? • How can art and music show what is important in society? • How can the Renaissance be defended at a turning point in global history 	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • Renaissance Art project • Presentations • Unit Assessment (p. 336-337) • Unit Test 				
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Enduring Understanding</td> <td style="width: 50%; text-align: center;">Resources</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives </td> <td> <ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com </td> </tr> </table>	Enduring Understanding	Resources	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com
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TECH.8.2.12.C.2
TECH.8.2.12.D.4
TECH.8.2.12.E.1

ELA Companion Standards in History, Social Studies, Science & Technical Subjects:

LA.RH.9-10.1
LA.RH.9-10.2
LA.RH.9-10.3
LA.RH.9-10.4
LA.RH.9-10.5
LA.RH.9-10.10
LA.RST.9-10.2
LA.RST.9-10.4
LA.RST.9-10.10
LA.WHST.9-10.1.A
LA.WHST.9-10.1.B
LA.WHST.9-10.1.C
LA.WHST.9-10.1.E
LA.WHST.9-10.2.A
LA.WHST.9-10.2.B
LA.WHST.9-10.2.C
LA.WHST.9-10.2.D
LA.WHST.9-10.2.F
LA.WHST.9-10.4
LA.WHST.9-10.5
LA.WHST.9-10.6
LA.WHST.9-10.7
LA.WHST.9-10.9
LA.WHST.9-10.10

Anchor Standards:

LA.K-12.NJSLSA.R1
LA.K-12.NJSLSA.R2
LA.K-12.NJSLSA.R4
LA.K-12.NJSLSA.R5
LA.K-12.NJSLSA.R9
LA.K-12.NJSLSA.W2
LA.K-12.NJSLSA.W4
LA.K-12.NJSLSA.W6
LA.K-12.NJSLSA.W7
LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

Anchor Standards:

- LA.K-12.NJSLSA.R1
- LA.K-12.NJSLSA.R2
- LA.K-12.NJSLSA.R4
- LA.K-12.NJSLSA.R5
- LA.K-12.NJSLSA.R9
- LA.K-12.NJSLSA.W2
- LA.K-12.NJSLSA.W4
- LA.K-12.NJSLSA.W6
- LA.K-12.NJSLSA.W7
- LA.K-12.NJSLSA.SL2
- LA.K-12.NJSLSA.L1
- LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

- Independent research
- Presentations
- Frequent writing tasks including developing claims and counter claims
- Debates

Students with Disabilities:

- Preferential seating
- Repetition
- Use of assignment books
- Ask students to repeat directions (discretely)
- Frequent breaks
- Use of graphic organizers
- Reduction in written requirements
- Leveled readers

English Language Learners:

- Spanish version of text book
- Google translator
- Seating next to bilingual students
- Reduction in written requirement
- Alternative assignments in first language

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QUARTER 1

Big Idea: Political and Social Revolutions

Topic: The Protestant Reformation

<p>Standards:</p> <p>NJ Student Learning Standards:</p> <p>SOC.6.2.12.HistoryCC.2.a - <i>[Performance Expectation]</i> - Determine the factors that led to the Reformation and the impact on European politics.</p> <p>SOC.6.2.12.HistoryCC.2.c - <i>[Performance Expectation]</i> - Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>SOC.6.2.12.HistoryUP.2.a - <i>[Performance Expectation]</i> - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>21st Century Life and Careers:</p> <p>CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p> <p>Technology Standards:</p> <p>TECH.8.1.12.A.CS2 TECH.8.1.12.A.3 TECH.8.1.12.B.CS1 TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS2 TECH.8.1.12.C.CS4 TECH.8.1.12.D.CS1 TECH.8.1.12.D.1 TECH.8.1.12.D.CS2 TECH.8.1.12.D.CS3 TECH.8.1.12.E.CS1 TECH.8.1.12.E.CS2 TECH.8.1.12.F.CS3 TECH.8.2.12.B.CS2 TECH.8.2.12.B.CS3 TECH.8.2.12.B.CS4 TECH.8.2.12.B.4 TECH.8.2.12.B.5 TECH.8.2.12.C.2</p>	<p>GOALS</p> <p>SWBAT</p> <p>Define the Protestant Reformation Explain how and why the Protestant Reformation began Identify the lasting impacts of the Protestant Reformation Evaluate the Catholic Church's response to the Reformation</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What was the Protestant Reformation? • What causes the Protestant Reformation? • Who were key individuals associated with the Protestant Reformation? • Should religion impact government policy? • How do political/social revolutions solve and/or create problems? • How did the Protestant Reformation impact Europe? The World? The present day? <p>Enduring Understanding</p> <ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<p>Assessments</p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • Reformation Time-Line Project • Presentations • Unit Assessment (p. 364-365) • Unit Test <p>Resources</p> <ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com
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TECH.8.2.12.D.4
TECH.8.2.12.E.1

ELA Companion Standards in History, Social Studies, Science & Technical Subjects:

LA.RH.9-10.1
LA.RH.9-10.2
LA.RH.9-10.3
LA.RH.9-10.4
LA.RH.9-10.5
LA.RH.9-10.10
LA.RST.9-10.2
LA.RST.9-10.4
LA.RST.9-10.10
LA.WHST.9-10.1.A
LA.WHST.9-10.1.B
LA.WHST.9-10.1.C
LA.WHST.9-10.1.E
LA.WHST.9-10.2.A
LA.WHST.9-10.2.B
LA.WHST.9-10.2.C
LA.WHST.9-10.2.D
LA.WHST.9-10.2.F
LA.WHST.9-10.4
LA.WHST.9-10.5
LA.WHST.9-10.6
LA.WHST.9-10.7
LA.WHST.9-10.9
LA.WHST.9-10.10

Anchor Standards:

LA.K-12.NJSLSA.R1
LA.K-12.NJSLSA.R2
LA.K-12.NJSLSA.R4
LA.K-12.NJSLSA.R5
LA.K-12.NJSLSA.R9
LA.K-12.NJSLSA.W2
LA.K-12.NJSLSA.W4
LA.K-12.NJSLSA.W6
LA.K-12.NJSLSA.W7
LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book
Google translator
Seating next to bilingual students
Reduction in written requirement
Alternative assignments in first language

QUARTER 1 -

Big Idea: Discovery, Technology, and Innovation

Topic: European Exploration and Expansion

Standards:	GOALS		
<p>NJ Student Learning Standards:</p> <p>SOC.6.2.12.GeoSV.1.a - [Performance Expectation] - 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.</p> <p>SOC.6.2.12.GeoPP.1.a - [Performance Expectation] - Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>SOC.6.2.12.GeoGE.1.a - [Performance Expectation] - 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.</p> <p>SOC.6.2.12.GeoGE.1.b - [Performance Expectation] - Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.</p> <p>SOC.6.2.12.GeoGE.1.c - [Performance Expectation] - Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>SOC.6.2.12.GeoGE.1.d - [Performance Expectation] - 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</p> <p>SOC.6.2.12.HistoryCC.1.a - [Performance Expectation] - 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.</p> <p>SOC.6.2.12.HistoryCC.1.b - [Performance Expectation] - Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>SOC.6.2.12.HistoryCC.1.c - [Performance Expectation] - 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.</p>	SWBAT		
	<p>Explain motives for Europeans to explore</p> <p>Describe the Columbian Exchange and evaluate its worldwide impact</p> <p>Identify the lasting effects of European exploration and expansion around the globe</p>		
	Essential Questions	Assessments	
	<ul style="list-style-type: none"> • What drives people to explore the unknown? • What determines the location of human Settlements? • What causes human conflict? • What are the lasting impacts of the Columbian Exchange? 	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • Effects of Exploration flow chart poster • Presentations • Unit Assessment (p. 434-435) • Unit Test 	
Enduring Understanding	Resources		
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com 		

SOC.6.2.12.HistoryCC.1.d - [*Performance Expectation*] - Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

SOC.6.2.12.HistoryCC.1.e - [*Performance Expectation*] - 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.

SOC.6.2.12.HistoryCC.1.f - [*Performance Expectation*] - 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).

SOC.6.2.12.HistoryCC.1.g - [*Performance Expectation*] - Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

SOC.6.2.12.GeoPP.2.a - [*Performance Expectation*] - 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.

21st Century Life and Careers:

CAEP.9.2.12.C.2
CAEP.9.2.12.C.4
CAEP.9.2.12.C.7
CAEP.9.2.12.C.9

Technology Standards:

TECH.8.1.12.A.CS2
TECH.8.1.12.A.3
TECH.8.1.12.B.CS1
TECH.8.1.12.B.CS2
TECH.8.1.12.C.CS1
TECH.8.1.12.C.CS2
TECH.8.1.12.C.CS4
TECH.8.1.12.D.CS1
TECH.8.1.12.D.1
TECH.8.1.12.D.CS2
TECH.8.1.12.D.CS3
TECH.8.1.12.E.CS1
TECH.8.1.12.E.CS2
TECH.8.1.12.F.CS3

TECH.8.2.12.B.CS2
TECH.8.2.12.B.CS3
TECH.8.2.12.B.CS4
TECH.8.2.12.B.4
TECH.8.2.12.B.5
TECH.8.2.12.C.2
TECH.8.2.12.D.4
TECH.8.2.12.E.1

ELA Companion Standards:

LA.RH.9-10.1
LA.RH.9-10.2
LA.RH.9-10.3
LA.RH.9-10.4
LA.RH.9-10.5
LA.RH.9-10.10
LA.RST.9-10.2
LA.RST.9-10.4
LA.RST.9-10.10
LA.WHST.9-10.1.A
LA.WHST.9-10.1.B
LA.WHST.9-10.1.C
LA.WHST.9-10.1.E
LA.WHST.9-10.2.A
LA.WHST.9-10.2.B
LA.WHST.9-10.2.C
LA.WHST.9-10.2.D
LA.WHST.9-10.2.F
LA.WHST.9-10.4
LA.WHST.9-10.5
LA.WHST.9-10.6
LA.WHST.9-10.7
LA.WHST.9-10.9
LA.WHST.9-10.10

Anchor Standards:

LA.K-12.NJSLSA.R1
LA.K-12.NJSLSA.R2
LA.K-12.NJSLSA.R4
LA.K-12.NJSLSA.R5
LA.K-12.NJSLSA.R9
LA.K-12.NJSLSA.W2
LA.K-12.NJSLSA.W4
LA.K-12.NJSLSA.W6
LA.K-12.NJSLSA.W7
LA.K-12.NJSLSA.SL2

LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book
Google translator
Seating next to bilingual students
Reduction in written requirement
Alternative assignments in first language

QUARTER 1 -

Big Idea: The Changing Role of Government / Human Rights

Topic: Absolute Monarchs of Europe

<p>Standards:</p> <p>NJ Student Learning Standards:</p> <p>SOC.6.2.12.CivicsPR.2.b - [<i>Performance Expectation</i>] - 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).</p> <p>SOC.6.2.12.HistoryCC.2.a - [<i>Performance Expectation</i>] - Determine the factors that led to the Reformation and the impact on European politics.</p> <p>21st Century Life and Careers:</p> <p>CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p> <p>Technology Standards:</p> <p>TECH.8.1.12.A.CS2 TECH.8.1.12.A.3 TECH.8.1.12.B.CS1 TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS2 TECH.8.1.12.C.CS4 TECH.8.1.12.D.CS1 TECH.8.1.12.D.1 TECH.8.1.12.D.CS2 TECH.8.1.12.D.CS3 TECH.8.1.12.E.CS1 TECH.8.1.12.E.CS2 TECH.8.1.12.F.CS3 TECH.8.2.12.B.CS2 TECH.8.2.12.B.CS3 TECH.8.2.12.B.CS4 TECH.8.2.12.B.4 TECH.8.2.12.B.5 TECH.8.2.12.C.2 TECH.8.2.12.D.4 TECH.8.2.12.E.1</p>	<p>GOALS</p> <p>SWBAT</p> <p>Explain how European monarchs received their power</p> <p>Differentiate between various examples of absolute monarchies throughout Europe</p> <p>Evaluate how discontent can lead to change</p>				
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Essential Questions</th> <th style="width: 50%;">Assessments</th> </tr> <tr> <td> <ul style="list-style-type: none"> • How do various forms of government affect the lives of citizens? • How did European monarchs get their power? • How did the power of monarchies vary throughout Europe? • How does discontent often lead to change? </td> <td> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • Absolute Monarch Poster Project • Presentations • Unit Assessment (p. 476-477) • Unit Test </td> </tr> </table>	Essential Questions	Assessments	<ul style="list-style-type: none"> • How do various forms of government affect the lives of citizens? • How did European monarchs get their power? • How did the power of monarchies vary throughout Europe? • How does discontent often lead to change? 	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • Absolute Monarch Poster Project • Presentations • Unit Assessment (p. 476-477) • Unit Test
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ELA Companion Standards in History, Social Studies, Science & Technical Subjects:

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LA.WHST.9-10.5
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Anchor Standards:

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LA.K-12.NJSLSA.W7
LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

<p>Independent research Presentations Frequent writing tasks including developing claims and counter claims Debates</p> <p><u>Students with Disabilities:</u> Preferential seating Repetition Use of assignment books Ask students to repeat directions (discretely) Frequent breaks Use of graphic organizers Reduction in written requirements Leveled readers</p> <p><u>English Language Learners:</u> Spanish version of text book Google translator Seating next to bilingual students Reduction in written requirement Alternative assignments in first language</p>		
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QUARTER 2 -
Big Idea: Political and Social Revolutions
Topic: The Enlightenment (The Age of Reason)

<p>Standards:</p> <p>NJ Student Learning Standards:</p> <p>SOC.6.2.12.HistoryCC.2.c - [<i>Performance Expectation</i>] - Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>SOC.6.2.12.HistoryUP.2.a - [<i>Performance Expectation</i>] - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>SOC.6.2.12.CivicsPD.3.a - [<i>Performance Expectation</i>] - 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).</p> <p>SOC.6.2.12.CivicsDP.3.a - [<i>Performance Expectation</i>] - 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.</p> <p>21st Century Life and Careers:</p> <p>CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p> <p>Technology Standards:</p> <p>TECH.8.1.12.A.CS2 TECH.8.1.12.A.3 TECH.8.1.12.B.CS1 TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS2 TECH.8.1.12.C.CS4 TECH.8.1.12.D.CS1 TECH.8.1.12.D.1 TECH.8.1.12.D.CS2 TECH.8.1.12.D.CS3 TECH.8.1.12.E.CS1 TECH.8.1.12.E.CS2 TECH.8.1.12.F.CS3</p>	<p>GOALS</p> <p>SWBAT</p> <p>Define Enlightenment Identify Enlightenment ideals Explain how they were used to fuel the American Revolution Evaluate the impact of the Enlightenment on modern societies</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How and why are governments formed? • What is the purpose of government? • How does discontent often lead to change? • What ideas were formed during the Enlightenment? • Who were key figures of the Enlightenment? • What impact did the Enlightenment have on 18th Century Europe? The present day? <p>Enduring Understanding</p> <ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<p>Assessments</p> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • Enlightenment Philosopher Project • Presentations • Unit Assessment (p. 512-513) • Unit Test <p>Resources</p> <ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com
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TECH.8.2.12.B.CS2
TECH.8.2.12.B.CS3
TECH.8.2.12.B.CS4
TECH.8.2.12.B.4
TECH.8.2.12.B.5
TECH.8.2.12.C.2
TECH.8.2.12.D.4
TECH.8.2.12.E.1

ELA Companion Standards in History, Social Studies, Science & Technical Subjects:

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Anchor Standards:

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LA.K-12.NJSLSA.R9
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LA.K-12.NJSLSA.W4
LA.K-12.NJSLSA.W6
LA.K-12.NJSLSA.W7

LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book
Google translator
Seating next to bilingual students
Reduction in written requirement
Alternative assignments in first language

QUARTER 2 -
Big Idea: Political and Social Revolutions
Topic: The French Revolution and Napoleonic Era

<p>Standards:</p> <p>NJ Student Learning Standards:</p> <p>SOC.6.2.12.HistoryUP.2.a - [<i>Performance Expectation</i>] - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>SOC.6.2.12.CivicsPD.3.a - [<i>Performance Expectation</i>] - 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).</p> <p>SOC.6.2.12.CivicsDP.3.a - [<i>Performance Expectation</i>] - 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.</p> <p>SOC.6.2.12.GeoGI.3.a - [<i>Performance Expectation</i>] - 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.</p> <p>21st Century Life and Careers:</p> <p>CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p> <p>Technology Standards:</p> <p>TECH.8.1.12.A.CS2 TECH.8.1.12.A.3 TECH.8.1.12.B.CS1 TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS2 TECH.8.1.12.C.CS4 TECH.8.1.12.D.CS1 TECH.8.1.12.D.1 TECH.8.1.12.D.CS2 TECH.8.1.12.D.CS3 TECH.8.1.12.E.CS1</p>	GOALS								
	<p>SWBAT</p> <p>List Causes of the French Revolution Explain how discontent can lead to change Describe how the French Revolution impacted the rest of Europe Analyze the legacy of the French Revolution</p>								
	<table border="1" style="width: 100%;"> <tr> <th style="width: 60%;">Essential Questions</th> <th>Assessments</th> </tr> <tr> <td> <ul style="list-style-type: none"> • What caused the French Revolution? • How does discontent often lead to change? • How did the French Revolution impact Europe? • What is the Legacy of the French Revolution? </td> <td> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • French Revolution Time-Line Project • Presentations • Unit Assessment (p. 546-547) • Unit Test </td> </tr> <tr> <th style="width: 60%;">Enduring Understanding</th> <th>Resources</th> </tr> <tr> <td> <ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives </td> <td> <ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com </td> </tr> </table>	Essential Questions	Assessments	<ul style="list-style-type: none"> • What caused the French Revolution? • How does discontent often lead to change? • How did the French Revolution impact Europe? • What is the Legacy of the French Revolution? 	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • French Revolution Time-Line Project • Presentations • Unit Assessment (p. 546-547) • Unit Test 	Enduring Understanding	Resources	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com
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TECH.8.2.12.B.CS4
TECH.8.2.12.B.4
TECH.8.2.12.B.5
TECH.8.2.12.C.2
TECH.8.2.12.D.4
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MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book
Google translator
Seating next to bilingual students
Reduction in written requirement
Alternative assignments in first language

QUARTER 2-
Big Idea: Political and Social Revolutions
Topic: Revolutions and Nationalist Movements

<p>Standards:</p> <p>NJ Student Learning Standards:</p> <p>SOC.6.2.12.CivicsPD.3.a - [<i>Performance Expectation</i>] - 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).</p> <p>SOC.6.2.12.CivicsDP.3.a - [<i>Performance Expectation</i>] - 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.</p> <p>SOC.6.2.12.HistoryCC.3.a - [<i>Performance Expectation</i>] - Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.</p> <p>SOC.6.2.12.EconGI.3.b - [<i>Performance Expectation</i>] - Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p> <p>21st Century Life and Careers:</p> <p>CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p> <p>Technology Standards:</p> <p>TECH.8.1.12.A.CS2 TECH.8.1.12.A.3 TECH.8.1.12.B.CS1 TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS2 TECH.8.1.12.C.CS4 TECH.8.1.12.D.CS1 TECH.8.1.12.D.1 TECH.8.1.12.D.CS2 TECH.8.1.12.D.CS3 TECH.8.1.12.E.CS1</p>	GOALS				
	<p>SWBAT</p> <p>Explain how Enlightenment ideas and the French Revolution inspired revolutions throughout Europe and Latin America</p> <p>Define Nationalism</p> <p>Identify the key elements of nationalism</p> <p>Identify new nations that emerged as a result of nationalist movements</p> <p>Analyze how nationalism can both unify and divide people</p>				
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TECH.8.2.12.B.4
TECH.8.2.12.B.5
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LA.WHST.9-10.5
LA.WHST.9-10.6
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Anchor Standards:

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LA.K-12.NJSLSA.R4
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LA.K-12.NJSLSA.R9
LA.K-12.NJSLSA.W2

LA.K-12.NJSLSA.W4
LA.K-12.NJSLSA.W6
LA.K-12.NJSLSA.W7
LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book
Google translator
Seating next to bilingual students
Reduction in written requirement
Alternative assignments in first language

QUARTER 2 -
Big Idea: Political and Social Revolutions
Topic: The Industrial Revolution

Standards:	GOALS	
<p>NJ Student Learning Standards: SOC.6.2.12.EconGI.3.a - <i>[Performance Expectation]</i> - Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain. SOC.6.2.12.EconGI.3.b - <i>[Performance Expectation]</i> - Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. SOC.6.2.12.EconET.3.a - <i>[Performance Expectation]</i> - 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. SOC.6.2.12.EconET.3.b - <i>[Performance Expectation]</i> - Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability. SOC.6.2.12.HistoryCC.3.b - <i>[Performance Expectation]</i> - Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>21st Century Life and Careers: CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p> <p>Technology Standards: TECH.8.1.12.A.CS2 TECH.8.1.12.A.3 TECH.8.1.12.B.CS1 TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1</p>	SWBAT	
	<p>Explain the causes of the Industrial Revolution Describe how technological developments completely changed how people lived and worked Analyze how social revolutions can solve problems while creating new ones Describe life during the Industrial Age Compare capitalism, socialism, and communism Explain how and why social reforms were enacted during the Industrial Age</p>	
	Essential Questions	Assessments
<ul style="list-style-type: none"> • What caused the Industrial Revolution? • Why did Industrialization begin in Britain? • How have scientific and technological developments over the course of history changed the way people live and the way in which economies and governments function? • How does social revolutions solve problems and/or create new problems? • What were conditions in early factories like? • What was it like to live in an early Industrial City? • What changes came as a result of poor working/ living conditions? • How did the social structure of society change as a result of industrialization? • How did the role of government change as a result of industrialization? 	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Invention booklet • Presentations • Unit Assessment (p. 626-627) • Unit Test 	

<p>TECH.8.1.12.C.CS2 TECH.8.1.12.C.CS4 TECH.8.1.12.D.CS1 TECH.8.1.12.D.1 TECH.8.1.12.D.CS2 TECH.8.1.12.D.CS3 TECH.8.1.12.E.CS1 TECH.8.1.12.E.CS2 TECH.8.1.12.F.CS3 TECH.8.2.12.B.CS2 TECH.8.2.12.B.CS3 TECH.8.2.12.B.CS4 TECH.8.2.12.B.4 TECH.8.2.12.B.5 TECH.8.2.12.C.2 TECH.8.2.12.D.4 TECH.8.2.12.E.1</p> <p>ELA Companion Standards in History, Social Studies, Science & Technical Subjects:</p> <p>LA.RH.9-10.1 LA.RH.9-10.2 LA.RH.9-10.3 LA.RH.9-10.4 LA.RH.9-10.5 LA.RH.9-10.10 LA.RST.9-10.2 LA.RST.9-10.4 LA.RST.9-10.10 LA.WHST.9-10.1.A LA.WHST.9-10.1.B LA.WHST.9-10.1.C LA.WHST.9-10.1.E LA.WHST.9-10.2.A LA.WHST.9-10.2.B LA.WHST.9-10.2.C LA.WHST.9-10.2.D LA.WHST.9-10.2.F LA.WHST.9-10.4 LA.WHST.9-10.5 LA.WHST.9-10.6 LA.WHST.9-10.7 LA.WHST.9-10.9 LA.WHST.9-10.10</p> <p>Anchor Standards:</p>	<p>Enduring Understanding</p> <ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<p>Resources</p> <ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com
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LA.K-12.NJSLSA.R1
LA.K-12.NJSLSA.R2
LA.K-12.NJSLSA.R4
LA.K-12.NJSLSA.R5
LA.K-12.NJSLSA.R9
LA.K-12.NJSLSA.W2
LA.K-12.NJSLSA.W4
LA.K-12.NJSLSA.W6
LA.K-12.NJSLSA.W7
LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book
Google translator
Seating next to bilingual students
Reduction in written requirement
Alternative assignments in first language

QUARTER 3 -
Big Idea: Political and Social Revolutions
Topic: The Age of Democracy and Progress

Standards:	GOAL		
<p>NJ Student Learning Standards: SOC.6.2.12.CivicsPI.3.a - [Performance Expectation] - Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. SOC.6.2.12.CivicsPD.3.a - [Performance Expectation] - 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). SOC.6.2.12.CivicsDP.3.a - [Performance Expectation] - 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. SOC.6.2.12.CivicsDP.3.b - [Performance Expectation] - 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. SOC.6.1.12.GeoPP.2.b - [Performance Expectation] - Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery. SOC.6.1.12.HistorySE.2.a - [Performance Expectation] - Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them. SOC.6.1.12.CivicsDP.3.a - [Performance Expectation] - Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance). SOC.6.1.12.CivicsDP.3.c - [Performance Expectation] - Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p>	<p>SWBAT: Identify democratic reforms that took place in Britain and France during the 19th Century Explain how British colonies assumed self-rule in the 19th Century Describe how the United States expanded during the 19th Century Explain why the United States had a civil war in the 19th Century Examine civil rights amendments enacted in the U.S. after the Civil War</p>		
	Essential Questions		Assessments
	<ul style="list-style-type: none"> • How did ideas developed during the Enlightenment lead to political and cultural changes that have had a lasting impact? • How does discontent often lead to change? 		<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Reform Pamphlet project • Presentations • Unit Assessment (p. 662-663) • Unit Test
	Enduring Understanding		Resources
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		<ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com 	

SOC.6.1.12.GeoSV.3.a - [*Performance Expectation*] - Evaluate the impact of Western settlement on the expansion of United States political boundaries.

SOC.6.1.12.HistoryUP.3.a - [*Performance Expectation*] - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian)

SOC.6.1.12.CivicsDP.4.a - [*Performance Expectation*] - Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

SOC.6.1.12.CivicsPR.4.a - [*Performance Expectation*] - Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

21st Century Life and Careers:

- CAEP.9.2.12.C.2**
- CAEP.9.2.12.C.4**
- CAEP.9.2.12.C.7**
- CAEP.9.2.12.C.9**

Technology Standards:

- TECH.8.1.12.A.CS2**
- TECH.8.1.12.A.3**
- TECH.8.1.12.B.CS1**
- TECH.8.1.12.B.CS2**
- TECH.8.1.12.C.CS1**
- TECH.8.1.12.C.CS2**
- TECH.8.1.12.C.CS4**
- TECH.8.1.12.D.CS1**
- TECH.8.1.12.D.1**
- TECH.8.1.12.D.CS2**
- TECH.8.1.12.D.CS3**
- TECH.8.1.12.E.CS1**
- TECH.8.1.12.E.CS2**
- TECH.8.1.12.F.CS3**
- TECH.8.2.12.B.CS2**
- TECH.8.2.12.B.CS3**
- TECH.8.2.12.B.CS4**
- TECH.8.2.12.B.4**

TECH.8.2.12.B.5
TECH.8.2.12.C.2
TECH.8.2.12.D.4
TECH.8.2.12.E.1

ELA Companion Standards in History, Social Studies, Science & Technical Subjects:

LA.RH.9-10.1
LA.RH.9-10.2
LA.RH.9-10.3
LA.RH.9-10.4
LA.RH.9-10.5
LA.RH.9-10.10
LA.RST.9-10.2
LA.RST.9-10.4
LA.RST.9-10.10
LA.WHST.9-10.1.A
LA.WHST.9-10.1.B
LA.WHST.9-10.1.C
LA.WHST.9-10.1.E
LA.WHST.9-10.2.A
LA.WHST.9-10.2.B
LA.WHST.9-10.2.C
LA.WHST.9-10.2.D
LA.WHST.9-10.2.F
LA.WHST.9-10.4
LA.WHST.9-10.5
LA.WHST.9-10.6
LA.WHST.9-10.7
LA.WHST.9-10.9
LA.WHST.9-10.10

Anchor Standards:

LA.K-12.NJSLSA.R1
LA.K-12.NJSLSA.R2
LA.K-12.NJSLSA.R4
LA.K-12.NJSLSA.R5
LA.K-12.NJSLSA.R9
LA.K-12.NJSLSA.W2
LA.K-12.NJSLSA.W4
LA.K-12.NJSLSA.W6
LA.K-12.NJSLSA.W7
LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book
Google translator
Seating next to bilingual students
Reduction in written requirement
Alternative assignments in first language

QUARTER 3 -
Big Idea: Global Conflict
Topic: Imperialism

Standards:	GOAL	
NJ Student Learning Standards:	SWBAT	
<p>SOC.6.2.12.HistoryUP.3.a - [Performance Expectation] - Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p> <p>SOC.6.2.12.HistoryCC.3.c - [Performance Expectation] - Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.</p>	<p>List factors that drove European imperialism</p> <p>Identify European imperialist conquests throughout the world</p> <p>Explain why the nations of Europe felt the need to compete with one another</p> <p>Examine the lasting impact of European imperialist policies of the 19th and early 20th Centuries</p>	
<p>SOC.6.2.12.GeoGI.3.a - [Performance Expectation] - 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</p>	Essential Questions	Assessments
<p>SOC.6.2.12.EconGI.3.b - [Performance Expectation] - Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p>	<ul style="list-style-type: none"> • What factors drove European Imperialism? • How does conflict develop and how is it resolved among groups that are Diverse? • What (if anything) justifies armed conflict? • Why do nations feel the need to compete With one another? • Who benefits when nations compete? Who suffers? • What has been the lasting impact of European imperialist policies? 	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Reform Pamphlet project • Presentations • Unit Assessment (p. 710-711) • Unit Test
<p>SOC.6.2.12.EconGI.3.c - [Performance Expectation] - Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p>	Enduring Understanding	Resources
<p>21st Century Life and Careers:</p> <p>CAEP.9.2.12.C.2</p> <p>CAEP.9.2.12.C.4</p> <p>CAEP.9.2.12.C.7</p> <p>CAEP.9.2.12.C.9</p>	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com
<p>Technology Standards:</p> <p>TECH.8.1.12.A.CS2</p> <p>TECH.8.1.12.A.3</p> <p>TECH.8.1.12.B.CS1</p> <p>TECH.8.1.12.B.CS2</p> <p>TECH.8.1.12.C.CS1</p> <p>TECH.8.1.12.C.CS2</p> <p>TECH.8.1.12.C.CS4</p>		

TECH.8.1.12.D.CS1
TECH.8.1.12.D.1
TECH.8.1.12.D.CS2
TECH.8.1.12.D.CS3
TECH.8.1.12.E.CS1
TECH.8.1.12.E.CS2
TECH.8.1.12.F.CS3
TECH.8.2.12.B.CS2
TECH.8.2.12.B.CS3
TECH.8.2.12.B.CS4
TECH.8.2.12.B.4
TECH.8.2.12.B.5
TECH.8.2.12.C.2
TECH.8.2.12.D.4
TECH.8.2.12.E.1

ELA Companion Standards in History, Social Studies, Science & Technical Subjects:

LA.RH.9-10.1
LA.RH.9-10.2
LA.RH.9-10.3
LA.RH.9-10.4
LA.RH.9-10.5
LA.RH.9-10.10
LA.RST.9-10.2
LA.RST.9-10.4
LA.RST.9-10.10
LA.WHST.9-10.1.A
LA.WHST.9-10.1.B
LA.WHST.9-10.1.C
LA.WHST.9-10.1.E
LA.WHST.9-10.2.A
LA.WHST.9-10.2.B
LA.WHST.9-10.2.C
LA.WHST.9-10.2.D
LA.WHST.9-10.2.F
LA.WHST.9-10.4
LA.WHST.9-10.5
LA.WHST.9-10.6
LA.WHST.9-10.7
LA.WHST.9-10.9
LA.WHST.9-10.10

Anchor Standards:
LA.K-12.NJSLSA.R1
LA.K-12.NJSLSA.R2

LA.K-12.NJSLSA.R4
LA.K-12.NJSLSA.R5
LA.K-12.NJSLSA.R9
LA.K-12.NJSLSA.W2
LA.K-12.NJSLSA.W4
LA.K-12.NJSLSA.W6
LA.K-12.NJSLSA.W7
LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book
Google translator
Seating next to bilingual students
Reduction in written requirement
Alternative assignments in first language

**QUARTER 3 -
Big Idea: Global Conflict
Topic: Transformations Around the World**

Standards:	GOAL	
<p>NJ Student Learning Standards: SOC.6.2.12.EconGI.3.c - [<i>Performance Expectation</i>] - Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence. SOC.6.2.12.CivicsPD.3.a - [<i>Performance Expectation</i>] - 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) SOC.6.2.12.CivicsDP.3.a - [<i>Performance Expectation</i>] - 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. SOC.6.2.12.HistoryUP.3.a - [<i>Performance Expectation</i>] - Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives. SOC.6.2.12.CivicsHR.4.a - [<i>Performance Expectation</i>] - 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.</p> <p>21st Century Life and Careers: CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p> <p>Technology Standards: TECH.8.1.12.A.CS2 TECH.8.1.12.A.3 TECH.8.1.12.B.CS1 TECH.8.1.12.B.CS2</p>	<p>SWBAT Compare how China and Japan responded to Western economic pressure and demands Describe factors that led to a revolution in Mexico in the early 20th Century</p>	
	Essential Questions	Assessments
	<ul style="list-style-type: none"> * How did China and Japan respond to Western demands and influence? * What problems triggered revolution in Mexico 	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Reform Pamphlet project • Presentations • Unit Assessment (p. 738-739) • Unit Test
	Enduring Understanding	Resources
	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com

TECH.8.1.12.C.CS1
TECH.8.1.12.C.CS2
TECH.8.1.12.C.CS4
TECH.8.1.12.D.CS1
TECH.8.1.12.D.1
TECH.8.1.12.D.CS2
TECH.8.1.12.D.CS3
TECH.8.1.12.E.CS1
TECH.8.1.12.E.CS2
TECH.8.1.12.F.CS3
TECH.8.2.12.B.CS2
TECH.8.2.12.B.CS3
TECH.8.2.12.B.CS4
TECH.8.2.12.B.4
TECH.8.2.12.B.5
TECH.8.2.12.C.2
TECH.8.2.12.D.4
TECH.8.2.12.E.1

ELA Companion Standards in History, Social Studies, Science & Technical Subjects:

LA.RH.9-10.1
LA.RH.9-10.2
LA.RH.9-10.3
LA.RH.9-10.4
LA.RH.9-10.5
LA.RH.9-10.10
LA.RST.9-10.2
LA.RST.9-10.4
LA.RST.9-10.10
LA.WHST.9-10.1.A
LA.WHST.9-10.1.B
LA.WHST.9-10.1.C
LA.WHST.9-10.1.E
LA.WHST.9-10.2.A
LA.WHST.9-10.2.B
LA.WHST.9-10.2.C
LA.WHST.9-10.2.D
LA.WHST.9-10.2.F
LA.WHST.9-10.4
LA.WHST.9-10.5
LA.WHST.9-10.6
LA.WHST.9-10.7
LA.WHST.9-10.9
LA.WHST.9-10.10

Anchor Standards:

- LA.K-12.NJSLSA.R1
- LA.K-12.NJSLSA.R2
- LA.K-12.NJSLSA.R4
- LA.K-12.NJSLSA.R5
- LA.K-12.NJSLSA.R9
- LA.K-12.NJSLSA.W2
- LA.K-12.NJSLSA.W4
- LA.K-12.NJSLSA.W6
- LA.K-12.NJSLSA.W7
- LA.K-12.NJSLSA.SL2
- LA.K-12.NJSLSA.L1
- LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

- Independent research
- Presentations
- Frequent writing tasks including developing claims and counter claims
- Debates

Students with Disabilities:

- Preferential seating
- Repetition
- Use of assignment books
- Ask students to repeat directions (discretely)
- Frequent breaks
- Use of graphic organizers
- Reduction in written requirements
- Leveled readers

English Language Learners:

- Spanish version of text book
- Google translator
- Seating next to bilingual students
- Reduction in written requirement
- Alternative assignments in first language

**QUARTER 3 -
Big Idea: Global Conflict
Topic: World War I**

Standards:	GOAL		
<p>NJ Student Learning Standards: SOC.6.2.12.GeoSP.4.a - [<i>Performance Expectation</i>] - Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI. SOC.6.2.12.HistoryCC.4.a - [<i>Performance Expectation</i>] - Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I. SOC.6.2.12.HistoryCC.4.b - [<i>Performance Expectation</i>] - Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars. SOC.6.2.12.HistoryCC.4.c - [<i>Performance Expectation</i>] - 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. SOC.6.2.12.HistoryCC.4.e - [<i>Performance Expectation</i>] - Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars. SOC.6.2.12.HistoryCC.4.f - [<i>Performance Expectation</i>] - 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. SOC.6.2.12.HistoryCC.4.g - [<i>Performance Expectation</i>] - 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."</p> <p>21st Century Life and Careers: CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p>	SWBAT		
	<p>List causes of World War I Identify the countries that were involved in World War I Explain how technology impacted warfare during World War I Evaluate the terms of peace following World War I and explain how/why they were problematic</p>		
	Essential Questions	Assessments	
	<ul style="list-style-type: none"> • What caused World War I? • Who were the key players in World War I? • What justifies armed conflict? • What was the role of women in WWI? • How did technology and industry impact warfare? • How did modern warfare impact the soldier? • How did modern warfare impact civilians? • What should be considered when structuring post war peace? • What lessons can we learn from WWI? 	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Reform Pamphlet project • Presentations • Unit Assessment (p. 768-769) • Unit Test 	
Enduring Understanding	Resources		
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com 		

Technology Standards:

TECH.8.1.12.A.CS2
TECH.8.1.12.A.3
TECH.8.1.12.B.CS1
TECH.8.1.12.B.CS2
TECH.8.1.12.C.CS1
TECH.8.1.12.C.CS2
TECH.8.1.12.C.CS4
TECH.8.1.12.D.CS1
TECH.8.1.12.D.1
TECH.8.1.12.D.CS2
TECH.8.1.12.D.CS3
TECH.8.1.12.E.CS1
TECH.8.1.12.E.CS2
TECH.8.1.12.F.CS3
TECH.8.2.12.B.CS2
TECH.8.2.12.B.CS3
TECH.8.2.12.B.CS4
TECH.8.2.12.B.4
TECH.8.2.12.B.5
TECH.8.2.12.C.2
TECH.8.2.12.D.4
TECH.8.2.12.E.1

ELA Companion Standards in History, Social Studies, Science & Technical Subjects:

LA.RH.9-10.1
LA.RH.9-10.2
LA.RH.9-10.3
LA.RH.9-10.4
LA.RH.9-10.5
LA.RH.9-10.10
LA.RST.9-10.2
LA.RST.9-10.4
LA.RST.9-10.10
LA.WHST.9-10.1.A
LA.WHST.9-10.1.B
LA.WHST.9-10.1.C
LA.WHST.9-10.1.E
LA.WHST.9-10.2.A
LA.WHST.9-10.2.B
LA.WHST.9-10.2.C
LA.WHST.9-10.2.D
LA.WHST.9-10.2.F
LA.WHST.9-10.4
LA.WHST.9-10.5

LA.WHST.9-10.6
LA.WHST.9-10.7
LA.WHST.9-10.9
LA.WHST.9-10.10

Anchor Standards:

LA.K-12.NJSLSA.R1
LA.K-12.NJSLSA.R2
LA.K-12.NJSLSA.R4
LA.K-12.NJSLSA.R5
LA.K-12.NJSLSA.R9
LA.K-12.NJSLSA.W2
LA.K-12.NJSLSA.W4
LA.K-12.NJSLSA.W6
LA.K-12.NJSLSA.W7
LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book
Google translator

Seating next to bilingual students Reduction in written requirement Alternative assignments in first language		
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QUARTER 4 -
Big Idea: Global Conflict
Topic: Years in Crisis (Interwar Years)

<p>Standards:</p> <p>NJ Student Learning Standards:</p> <p>SOC.6.2.12.HistoryUP.4.a - <i>[Performance Expectation]</i> - Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations</p> <p>SOC.6.2.12.HistoryUP.4.b - <i>[Performance Expectation]</i> - Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.</p> <p>SOC.6.2.12.HistoryCA.4.c - <i>[Performance Expectation]</i> - Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.</p> <p>SOC.6.2.12.EconEM.4.a - <i>[Performance Expectation]</i> - 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.</p> <p>21st Century Life and Careers:</p> <p>CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p> <p>Technology Standards:</p> <p>TECH.8.1.12.A.CS2 TECH.8.1.12.A.3 TECH.8.1.12.B.CS1 TECH.8.1.12.B.CS2 TECH.8.1.12.C.CS1 TECH.8.1.12.C.CS2 TECH.8.1.12.C.CS4 TECH.8.1.12.D.CS1 TECH.8.1.12.D.1 TECH.8.1.12.D.CS2 TECH.8.1.12.D.CS3 TECH.8.1.12.E.CS1 TECH.8.1.12.E.CS2 TECH.8.1.12.F.CS3</p>	GOAL				
	<p>SWBAT</p> <p>Evaluate the terms of the Treaty of Versailles and identify items that were problematic</p> <p>Identify factors that caused the Great Depression</p> <p>Define totalitarianism</p> <p>Explain how and why Hitler, Mussolini, and Stalin rose to power</p>				
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%; text-align: left;">Essential Questions</th> <th style="width: 50%; text-align: left;">Assessments</th> </tr> <tr> <td> <p>How was the Treaty of Versailles a failure?</p> <p>What caused the Great Depression?</p> <p>What is totalitarianism?</p> <p>How were Hitler, Mussolini, and Stalin able to rise to power?</p> <p>What aggressive moves did Hitler make in the 1930s?</p> </td> <td> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Reform Pamphlet project • Presentations • Unit Assessment (p. 844-845) • Unit Test </td> </tr> </table>	Essential Questions	Assessments	<p>How was the Treaty of Versailles a failure?</p> <p>What caused the Great Depression?</p> <p>What is totalitarianism?</p> <p>How were Hitler, Mussolini, and Stalin able to rise to power?</p> <p>What aggressive moves did Hitler make in the 1930s?</p>	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Reform Pamphlet project • Presentations • Unit Assessment (p. 844-845) • Unit Test
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<p>How was the Treaty of Versailles a failure?</p> <p>What caused the Great Depression?</p> <p>What is totalitarianism?</p> <p>How were Hitler, Mussolini, and Stalin able to rise to power?</p> <p>What aggressive moves did Hitler make in the 1930s?</p>	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Reform Pamphlet project • Presentations • Unit Assessment (p. 844-845) • Unit Test 				
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%; text-align: left;">Enduring Understanding</th> <th style="width: 50%; text-align: left;">Resources</th> </tr> <tr> <td> <ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives </td> <td> <ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com </td> </tr> </table>	Enduring Understanding	Resources	<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 	<ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com
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TECH.8.2.12.B.CS3
TECH.8.2.12.B.CS4
TECH.8.2.12.B.4
TECH.8.2.12.B.5
TECH.8.2.12.C.2
TECH.8.2.12.D.4
TECH.8.2.12.E.1

ELA Companion Standards in History, Social Studies, Science & Technical Subjects:

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LA.RST.9-10.2
LA.RST.9-10.4
LA.RST.9-10.10
LA.WHST.9-10.1.A
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LA.WHST.9-10.2.A
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LA.WHST.9-10.4
LA.WHST.9-10.5
LA.WHST.9-10.6
LA.WHST.9-10.7
LA.WHST.9-10.9
LA.WHST.9-10.10

Anchor Standards:

LA.K-12.NJSLSA.R1
LA.K-12.NJSLSA.R2
LA.K-12.NJSLSA.R4
LA.K-12.NJSLSA.R5
LA.K-12.NJSLSA.R9
LA.K-12.NJSLSA.W2
LA.K-12.NJSLSA.W4
LA.K-12.NJSLSA.W6
LA.K-12.NJSLSA.W7

LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book
Google translator
Seating next to bilingual students
Reduction in written requirement
Alternative assignments in first language

**QUARTER 4 -
Big Idea: Global Conflict
Topic: World War II**

<p>Standards: NJ Student Learning Standards: SOC.6.2.12.HistoryCC.4.b - [Performance Expectation] - Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars. SOC.6.2.12.HistoryCC.4.c - [Performance Expectation] - 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 SOC.6.2.12.HistoryCC.4.e - [Performance Expectation] - Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars. SOC.6.2.12.HistoryCC.4.g - [Performance Expectation] - 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.” SOC.6.2.12.HistoryUP.4.c - [Performance Expectation] - 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. SOC.6.2.12.HistoryCA.4.c - [Performance Expectation] - Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan SOC.6.2.12.CivicsPI.5.a - [Performance Expectation] - 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. SOC.6.2.12.CivicsHR.5.a - [Performance Expectation] - Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.</p> <p>21* Century Life and Careers: CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p>	<p>GOAL</p> <p>SWBAT List the causes of World War II Identify the countries involved in World War II Explain how technology impacted warfare during World War II Describe the role that women played in World War II Describe the atrocities that occurred during the Holocaust Explain how World War II came to a close</p>				
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%; text-align: left;">Essential Questions</th> <th style="width: 50%; text-align: left;">Assessments</th> </tr> <tr> <td> <ul style="list-style-type: none"> • What caused World War II? • Who were the key players in World War II? • How did technology impact warfare? • Why did the U.S. join WWII? • What was the role of women in WWII? * What was the Holocaust • Was the atomic bomb necessary? • Could there ever be another global war? </td> <td> <ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Reform Pamphlet project • Presentations • Unit Assessment (p. 886-887) • Unit Test </td> </tr> </table>	Essential Questions	Assessments	<ul style="list-style-type: none"> • What caused World War II? • Who were the key players in World War II? • How did technology impact warfare? • Why did the U.S. join WWII? • What was the role of women in WWII? * What was the Holocaust • Was the atomic bomb necessary? • Could there ever be another global war? 	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Reform Pamphlet project • Presentations • Unit Assessment (p. 886-887) • Unit Test
Essential Questions	Assessments				
<ul style="list-style-type: none"> • What caused World War II? • Who were the key players in World War II? • How did technology impact warfare? • Why did the U.S. join WWII? • What was the role of women in WWII? * What was the Holocaust • Was the atomic bomb necessary? • Could there ever be another global war? 	<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Reform Pamphlet project • Presentations • Unit Assessment (p. 886-887) • Unit Test 				
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Technology Standards:

TECH.8.1.12.A.CS2
TECH.8.1.12.A.3
TECH.8.1.12.B.CS1
TECH.8.1.12.B.CS2
TECH.8.1.12.C.CS1
TECH.8.1.12.C.CS2
TECH.8.1.12.C.CS4
TECH.8.1.12.D.CS1
TECH.8.1.12.D.1
TECH.8.1.12.D.CS2
TECH.8.1.12.D.CS3
TECH.8.1.12.E.CS1
TECH.8.1.12.E.CS2
TECH.8.1.12.F.CS3
TECH.8.2.12.B.CS2
TECH.8.2.12.B.CS3
TECH.8.2.12.B.CS4
TECH.8.2.12.B.4
TECH.8.2.12.B.5
TECH.8.2.12.C.2
TECH.8.2.12.D.4
TECH.8.2.12.E.1

ELA Companion Standards in History, Social Studies, Science & Technical Subjects:

LA.RH.9-10.1
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LA.RST.9-10.2
LA.RST.9-10.4
LA.RST.9-10.10
LA.WHST.9-10.1.A
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LA.WHST.9-10.2.A
LA.WHST.9-10.2.B
LA.WHST.9-10.2.C
LA.WHST.9-10.2.D
LA.WHST.9-10.2.F
LA.WHST.9-10.4

LA.WHST.9-10.5
LA.WHST.9-10.6
LA.WHST.9-10.7
LA.WHST.9-10.9
LA.WHST.9-10.10

Anchor Standards:

LA.K-12.NJSLSA.R1
LA.K-12.NJSLSA.R2
LA.K-12.NJSLSA.R4
LA.K-12.NJSLSA.R5
LA.K-12.NJSLSA.R9
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LA.K-12.NJSLSA.W7
LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book Google translator Seating next to bilingual students Reduction in written requirement Alternative assignments in first language		
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QUARTER 4 -
Big Idea: Global Conflict
Topic: The Cold War

Standards:	GOAL		
<p>NJ Student Learning Standards:</p> <p>SOC.6.2.12.GeoGI.5.a - [Performance Expectation] - 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.</p> <p>SOC.6.2.12.EconET.5.a - [Performance Expectation] - Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.</p> <p>SOC.6.2.12.EconET.5.b - [Performance Expectation] - 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.</p> <p>SOC.6.2.12.HistoryCC.5.a - [Performance Expectation] - 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.</p> <p>SOC.6.2.12.HistoryCC.5.e - [Performance Expectation] - 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).</p> <p>SOC.6.2.12.HistoryCC.5.h - [Performance Expectation] - Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p> <p>21st Century Life and Careers:</p> <p>CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p> <p>Technology Standards:</p> <p>TECH.8.1.12.A.CS2 TECH.8.1.12.A.3 TECH.8.1.12.B.CS1</p>	<p>SWBAT</p> <p>Define the Cold War</p> <p>Explain what the U.S. and Soviet Union were competing for</p> <p>Identify several Cold War conflicts (including Korea, Vietnam, Cuba, and the space race)</p> <p>Explain how/why China became communist</p> <p>Describe how Europe changed after WWII</p>		
	Essential Questions		Assessments
	<p>What was the Cold War?</p> <p>What was the U.S. and Soviet Union competing for?</p> <p>What were some Cold War conflicts?</p> <p>Why did China become communist?</p> <p>How did Europe change after WWII?</p>		<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Reform Pamphlet project • Presentations • Unit Assessment (p. 928-929) • Unit Test
	Enduring Understanding		Resources
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		<ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com 	

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TECH.8.1.12.D.CS2
TECH.8.1.12.D.CS3
TECH.8.1.12.E.CS1
TECH.8.1.12.E.CS2
TECH.8.1.12.F.CS3
TECH.8.2.12.B.CS2
TECH.8.2.12.B.CS3
TECH.8.2.12.B.CS4
TECH.8.2.12.B.4
TECH.8.2.12.B.5
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ELA Companion Standards in History, Social Studies, Science & Technical Subjects:

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LA.WHST.9-10.2.A
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LA.WHST.9-10.2.F
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LA.WHST.9-10.6
LA.WHST.9-10.7
LA.WHST.9-10.9
LA.WHST.9-10.10

Anchor Standards:

LA.K-12.NJSLSA.R1
LA.K-12.NJSLSA.R2
LA.K-12.NJSLSA.R4
LA.K-12.NJSLSA.R5
LA.K-12.NJSLSA.R9
LA.K-12.NJSLSA.W2
LA.K-12.NJSLSA.W4
LA.K-12.NJSLSA.W6
LA.K-12.NJSLSA.W7
LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book
Google translator
Seating next to bilingual students
Reduction in written requirement

Alternative assignments in first language		
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QUARTER 4 -

Big Idea: Political and Social Revolutions Topic: The Colonies become New Nations

Standards:	GOAL		
<p>NJ Student Learning Standards: SOC.6.2.12.HistoryCC.5.a - [<i>Performance Expectation</i>] - 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. SOC.6.2.12.GeoPP.5.a - [<i>Performance Expectation</i>] - 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). SOC.6.2.12.GeoSV.5.a - [<i>Performance Expectation</i>] - 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). SOC.6.2.12.HistoryCC.5.b - [<i>Performance Expectation</i>] - Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. SOC.6.2.12.HistoryCC.5.c - [<i>Performance Expectation</i>] - Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. SOC.6.2.12.HistoryCC.5.f - [<i>Performance Expectation</i>] - 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.</p> <p>21st Century Life and Careers: CAEP.9.2.12.C.2 CAEP.9.2.12.C.4 CAEP.9.2.12.C.7 CAEP.9.2.12.C.9</p> <p>Technology Standards: TECH.8.1.12.A.CS2 TECH.8.1.12.A.3 TECH.8.1.12.B.CS1 TECH.8.1.12.B.CS2</p>	<p>SWBAT Explain how India gained independence from Britain after World War II Identify several new nations that emerged from colonial rule after World War II Explain Middle Eastern conflict</p>		
	Essential Questions		Assessments
	<p>What fueled nationalist movements in the colonies after World War II? What new nations emerged by gaining independence after World War II? Why has there been conflict in the Middle East since World War II?</p>		<ul style="list-style-type: none"> • Verbal and/or written questions • Graphic organizers • Essays • Quizzes • 19th Century Reform Pamphlet project • Presentations • Unit Assessment (p. 980-981) • Unit Test
	Enduring Understanding		Resources
<ul style="list-style-type: none"> • Civics, Government, and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology • History, Culture, and Perspectives 		<ul style="list-style-type: none"> • Textbook: Houghton Mifflin Harcourt <u>Modern World History</u> (2018) and associated resources • Maps (both current day and historical) • Various Internet resources including: History.com, Youtube.com 	

TECH.8.1.12.C.CS1
TECH.8.1.12.C.CS2
TECH.8.1.12.C.CS4
TECH.8.1.12.D.CS1
TECH.8.1.12.D.1
TECH.8.1.12.D.CS2
TECH.8.1.12.D.CS3
TECH.8.1.12.E.CS1
TECH.8.1.12.E.CS2
TECH.8.1.12.F.CS3
TECH.8.2.12.B.CS2
TECH.8.2.12.B.CS3
TECH.8.2.12.B.CS4
TECH.8.2.12.B.4
TECH.8.2.12.B.5
TECH.8.2.12.C.2
TECH.8.2.12.D.4
TECH.8.2.12.E.1

ELA Companion Standards in History, Social Studies, Science & Technical Subjects:

LA.RH.9-10.1
LA.RH.9-10.2
LA.RH.9-10.3
LA.RH.9-10.4
LA.RH.9-10.5
LA.RH.9-10.10
LA.RST.9-10.2
LA.RST.9-10.4
LA.RST.9-10.10
LA.WHST.9-10.1.A
LA.WHST.9-10.1.B
LA.WHST.9-10.1.C
LA.WHST.9-10.1.E
LA.WHST.9-10.2.A
LA.WHST.9-10.2.B
LA.WHST.9-10.2.C
LA.WHST.9-10.2.D
LA.WHST.9-10.2.F
LA.WHST.9-10.4
LA.WHST.9-10.5
LA.WHST.9-10.6
LA.WHST.9-10.7
LA.WHST.9-10.9
LA.WHST.9-10.10

Anchor Standards:

LA.K-12.NJSLSA.R1
LA.K-12.NJSLSA.R2
LA.K-12.NJSLSA.R4
LA.K-12.NJSLSA.R5
LA.K-12.NJSLSA.R9
LA.K-12.NJSLSA.W2
LA.K-12.NJSLSA.W4
LA.K-12.NJSLSA.W6
LA.K-12.NJSLSA.W7
LA.K-12.NJSLSA.SL2
LA.K-12.NJSLSA.L1
LA.K-12.NJSLSA.L2

MODIFICATIONS:

Advanced Learner:

Independent research
Presentations
Frequent writing tasks including developing claims
and counter claims
Debates

Students with Disabilities:

Preferential seating
Repetition
Use of assignment books
Ask students to repeat directions (discretely)
Frequent breaks
Use of graphic organizers
Reduction in written requirements
Leveled readers

English Language Learners:

Spanish version of text book
Google translator
Seating next to bilingual students
Reduction in written requirement
Alternative assignments in first language