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| Created on: | July, 2015 |
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| Revised on: |  |
| Revised by: |  |

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| **2015 Ocean County Social Studies Curriculum Framework** | | | | | |
| **Content Area: Social Studies** | | | | | |
| **Course Title: World History – Global Studies** | | | | **Grade Level: 9** | |
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|  | **Unit Plan One:**  **Renaissance and Reformation** |  | **Pacing Guide**  **6 Weeks** | |  |
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|  | **Unit Plan Two:**  **Age of Global Encounters** |  | **Pacing Guide**  **6 Weeks** | |  |
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|  | **Unit Plan Three:**  **The Enlightenment** |  | **Pacing Guide**  **5 Weeks** | |  |
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|  | **Unit Plan Four:**  **The Age of Revolutions** |  | **Pacing Guide**  **6 Weeks** | |  |
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|  | **Unit Plan Five:**  **European Nationalism and Imperialism** |  | **Pacing Guide**  **6 Weeks** | |  |
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|  | **Unit Plan Six:**  **The World at War** |  | **Pacing Guide**  **6 Weeks** | |  |
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|  | **Unit Plan Seven:**  **The Postwar World** |  | **Pacing Guide**  **5 Weeks** | |  |
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| **2015 Ocean County Social Studies Curriculum Framework**  **Unit One** |
| **Content Area: Social Studies** |
| **Unit Title: Renaissance and Reformation** |
| **Target Course/Grade Level: World History – Global Studies/ 9** |
| **Unit Summary**  This unit of study introduces students to the Renaissance in Europe and the dramatic changes in art, worldview, and politics that occurred between 1350 and 1550. Students will apply the knowledge they gained about the development of the ancient civilizations to the impact they had on Europeans living during the 14th, 15th, and 16th centuries.  Students will also identify and analyze the religious turmoil during the Protestant, English, and Catholic Reformations. The development of the printing press and the scientific revolution will be examined as to specifically determine the contributions made to society. Students will also analyze the changing social classes of the Renaissance and compare them to the standards of medieval society. The changing nature of government and politics will also be a topic for study with a focus on the works of Machiavelli.  **Primary Interdisciplinary Connections:**  **English/Language Arts:** Literature/Plays by William Shakespeare; i.e. *Romeo and Juliet, Macbeth, Othello*  **Science:** Biographies & impact of important artists, inventors and inventions; i.e.Leonardo Da Vinci, Niccolo Machiavelli, Johann Gutenberg, *Mona Lisa, The Statue of David,* the Printing Press  **Economics :** Growth of trade between cities/states and other countries. Rulers/Government begin to tax people.  **Math:** The growth of trade and commerce requiring merchants to determine costs, as well as manage and finance their business.  **Foreign Language:** Increase of literacy and building of vocabulary through mass production of publications; i.e. The Bible, Pamphlets and Newspaper articles.  **Art:** The analysis and understanding of political cartoons.  **21st Century Themes:** Search for the water way to the East, the search for gold, the arrival of Europeans which end isolationism in the Americas, and the Columbian Exchange (new economic opportunities for the Europe).   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety |
| **Learning Targets** |
| **Standard 6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and  the environment affect issues across time and cultures. Such knowledge and skills enable  students to make informed decisions as socially and ethically responsible world citizens in the 21st century.  **Standard 8.1 Educational Technology:** All students will use digital tools to access, manage,evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **Standard 9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
| **Related Content Statements for Standard 6.2**   * Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.   **Related Content Statements for Standard 8.1**  Ability to research with material provided such as computers, chromebooks, phone applications and BYOD.  **Related Content Statements for Standard 9.1**   * The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.   Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.  Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.  Ethical behaviors support human rights and dignity in aspects of life. |

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| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.2.12.A.2.c | Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the  English limited monarchy). |
| 6.2.12.B.2.a | Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance. |
| 6.2.12.B.2.b | Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World. |
| 6.2.12.D.2.a | Determine the factors that led to the Renaissance and the impact on the arts. |
| 6.2.12.D.2.b | Determine the factors that led to the Reformation and the impact on European politics. |
| 6.2.12.D.2.c | Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance. |
| 6.2.12.D.2.d | Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. |
| 6.2.12.D.2.e | Assess the impact of the printing press and other technologies developed on the dissemination of ideas. |
| 9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning experiences. |
| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin. |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural context. |
| 9.1.12.D.2 | Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events. |
| 9.1.12.F.2 | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. |
| RH.9-10.1. | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH.9-10.2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH.9-10.3. | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH.9-10.5. | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |

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| RH.9-10.6. | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH.9-10.7. | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH.9-10.8. | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| RH.9-10.9. | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| RH.9-10.10. | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W.9-10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| W.9-10.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| [**College and Career Readiness Anchor Standards for Reading**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-reading/) | |

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| **Key Ideas and Details** |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **Craft and Structure** |
| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| 6. Assess how point of view or purpose shapes the content and style of a text. |
| **Integration of Knowledge and Ideas** |
| 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **Range of Reading and Level of Text Complexity** |
| 10. Read and comprehend complex literary and informational texts independently and proficiently. |
| [**College and Career Readiness Anchor Standards for Writing**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-writing/) |
| **Text Types and Purposes** |
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. |
| **Production and Distribution of Writing** |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| **Research of Build and Present Knowledge** |
| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **Range of Writing** |

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| 10. Write routinely over extended time frames (time for research | |
| **Unit Essential Questions**   * **How did Humanism change the way people thought about the world and about themselves?** * **How did daily life change during the Renaissance compare to the Middle Ages?** * **What impact did new technologies like the printing press have on Europeans and their daily lives?** | **Unit Enduring Understandings**   * **A new world view began in Italy during the 14th century and quickly spread throughout Europe.** * **The Renaissance time period contained many achievements and advancements based on the principles of the ancient Mediterranean civilizations.** * **The religious turmoil that existed with the Reformations of the 15th and 16th centuries would impact the lives of Europeans forever including; a redistribution of people, an economic shift, a new social order, a focus on science, etc.** |
| **Unit Learning Targets (Objectives)**  Students will ...   * Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance. * Determine the factors that led to the Renaissance and the impact on the arts. * Assess the impact of the printing press and other technologies developed. * Pinpoint the themes and techniques that Renaissance artists and writers explored. * Trace the path of the Renaissance through Europe. * Paraphrase the themes that humanist thinkers and other writers explored. * Attach the impact of the printing revolution with the onset of the Protestant Reformation. * State how abuses in the Church sparked widespread criticism. * Relate how Martin Luther and John Calvin challenged Catholic authority and teachings. * Judge the ideas supported by radical reformers. * Analyze how the English Reformation differed from Luther and Calvin’s challenges to the Church. * Comprehend the Catholic Church’s reforms in response to the Protestant Reformation. * Assess how new thinkers changed the way people viewed the universe and challenged the authority of the Church. * Summarize the advances made by Newton and other scientists. | |
| **Evidence of Learning** | |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now * Varied journal prompts, spelling or vocabulary lists * Anchor activities * Choice of review activities * Homework options * Flexible grouping * Varied computer programs * Multiple learning intelligence * Use of graphic organizers * Think-Pair-Share by readiness, interest and/or learning profile * Games to practice mastery of information and skill * Multiple levels of questioning * Jigsaw * Multiple Texts * Alternative Assessments * Modified Assessments * Open Ended Activities/ Assessments * Layered Curriculum * Flipped Classroom (Student Based Learning) * Discussion Boards * **Summative Assessments** * Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development. * Students will create a DBQ for the topic and/or DBQ packets. * Students will take a pencil and paper test comprised primarily of open-ended questions. * The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams. * Open ended writing assignments * Compare and Contrast Essays * Unit Tests * Reading Comprehension Quizzes * Weekly informational comprehension quiz * Take Home Projects * Oral presentations * DBQ * Computer Projects (Pod Casts, Newsletters) * Quarterly or Midterm/Final | |

**Modifications (ELLs, Special Education, Gifted and Talented):**

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* Follow all IEP modifications/504 plan
* Teacher tutoring
* Peer tutoring
* Cooperative learning groups
* Modified assignments
* Differentiated instruction

**Presentation accommodations** allow a student to:

* Listen to audio recordings instead of reading text
* Learn content from audio books, movies, videos and digital media instead of reading print versions
* Work with fewer items per page or line and/or materials in a larger print size
* Have a designated reader
* Hear instructions orally
* Record a lesson, instead of taking notes
* Have another student share class notes with him
* Be given an outline of a lesson
* Use visual presentations of verbal material, such as word webs and visual organizers
* Be given a written list of instructions

**Response accommodations** allow a student to:

* Give responses in a form (oral or written) that’s easier for the student
* Dictate answers to a scribe
* Capture responses on an audio recorder
* Use a spelling dictionary or electronic spell-checker
* Use a word processor to type notes or give responses in class

**Setting accommodations** allow a student to:

* Work or take a test in a different setting, such as a quiet room with few distractions
* Sit where he learns best (for example, near the teacher)
* Use special lighting or acoustics
* Take a test in small group setting
* Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)

**Timing accommodations** allow a student to:

* Take more time to complete a task or a test
* Have extra time to process oral information and directions
* Take frequent breaks, such as after completing a task

**Scheduling accommodations** allow a student to:

* Take more time to complete a project
* Take a test in several timed sessions or over several days
* Take sections of a test in a different order
* Take a test at a specific time of day

**Organization skills accommodations** allow a student to:

* Use an alarm to help with time management
* Mark texts with a highlighter
* Have help coordinating assignments in a book or planner
* Receive study skills instruction

**Assignment modifications** allow a student to:

* Complete fewer or different homework problems than peers
* Write shorter papers
* Answer fewer or different test questions
* Create alternate projects or assignments

**Curriculum modifications** allow a student to:

* Learn different material
* Get graded or assessed using a different standard than the one for classmates

**Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

* Curriculum Framework
* District provided textbook, online resource materials, other classroom resources
* Teacher Resource Materials

**Technology Integration:**

* Kahn Academy
* Crash Course
* graphic novels
* Collaborative documents using Google docs or Wikis
* Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo)
* TeacherTube
* digital storytelling
* Presentation software: PowerPoint, Prezi,
* QR Codes
* iPads, laptops, Chromebooks
* Projectors, document cameras
* subject specific website (i.e: Today in History, Or This Day in History)

**Teacher Notes:** A list of potential activities follows:

* Compare Renaissance and Middle Ages artwork and discuss the differences in subject and technique.
* Create a poster that demonstrates the difference between the art of the Middle Ages and the Renaissance by drawing one image with perspective, and one without.
* Create a table detailing the contributions of artists in spreading the Renaissance beyond Italy.
* Using the internet, copy images and in the spirit of William Shakespeare, title these images with a newly invented compound word.
* Write a paragraph in which you explain how you would campaign for political office without any communications technology beyond pen and paper.
* **DBQ: Primary Source-Machiavelli, The Prince, and Founding a Republic, Excerpt from**

**Discourses I, 9, and Lorenzo De Medici: Paternal Advice To A Cardinal (C. 1491)**

* + **Using the primary sources from above, explain how political thought evolved over the course of the 14th and 15th centuries.**
* Timeline: Major events of the religious reformations of the 14th and 15th centuries
* With the same righteous anger of Martin Luther, make a list of complaints you would like to nail to the door of some authority figure.
  + Create a flowchart that details the course of events leading to the Protestant Reformation.
  + Create Venn diagram comparing and contrasting the teachings of Luther and Calvin.
  + Create a Venn diagram comparing and contrasting the English Reformation and Luther’s split with the Catholic Church.
  + Create a before and after chart of the Church before Luther, and after the Catholic reformation.
  + Create a chart detailing each scientist and their contribution to society.
* Persuasive Essay: Convince Henry VIII to bring the Catholic church back to England
* Expository Essay: Explain the impact of the Reformations on the European people and its political units.

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| **Ocean County Curriculum Framework**  **Unit 2** |
| **Content Area: Social Studies** |
| **Unit Title: Age of Global Encounters** |
| **Target Course/Grade Level: World History – Global Studies/ 9** |
| **Unit Summary**  In this unit students will trace the Age of Exploration from its beginning in the 14th century to its completion in or around the 16th century. The unit will focus on technology, advances in maritime education, and key people and their discoveries/contributions. Students will also analyze the economic, social, and political effects of the creation of a true global world.  **Primary Interdisciplinary Connections:**  **English/Language Arts:** Reading of primary and secondary sources i.e. journals and letters written by explorers and members of their crew.  **Sociology:** Exploration led to goals of discovering land, gold, slavery and trade. Exchanging of new cultures, ideas, and goods.  **Foreign Language:** Meeting of new people people and exchanging of new dialect, and language through conversation.  **Science:** Explorers; i.e. Prince Henry “The Navigator”, Bartholomeu Dias, Christopher Columbus. Technology; i.e. Caravels, Compass, Lateen Sails, and advances in ship building.  **Art:** The analysis and understanding of political cartoons.  **21st Century Themes:** Search for the water way to the East, the search for gold, the arrival of Europeans which end isolationism in the Americas, and the Columbian Exchange (new economic opportunities for the Europe).   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety |
| **Learning Targets** |
| **Standard 6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable  students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |
| **Standard 8.1 Educational Technology:** All students will use digital tools to access, manage,evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **Standard 9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  **Related Content Statements for Standard 6.2**   * The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.   Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.  **Related Content Statement for Standard 8.1**  Ability to research with material provided such as computers, chromebooks, phone applications and BYOD.  **Related Content Statements for Standard 9.1**   * The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the |

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| problem is a lifelong skill that develops over time.  Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.  Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.  Ethical behaviors support human rights and dignity in all aspects of life. | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.2.12.B.1.a | Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the  Americas by the mid-18th century. |
| 6.2.12.B.1.b | Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. |
| 6.2.12.C.1.b | Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy  and society. |
| 6.2.12.C.1.c | Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. |
| 6.2.12.C.1.d | Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa. |
| 6.2.12.C.1.e | Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and  conquest. |
| 6.2.12.D.1.a | Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans. |
| 6.2.12.D.1.b | Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. |
| 6.2.12.D.1.c | Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. |
| 6.2.12.D.1.d | Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies  laid the foundation for conflict. |
| 6.2.12.D.1.e | Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and  Portuguese colonies. |
| 9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning experiences. |
| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin. |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural |

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| 9.1.12.D.2 | Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events. |
| 9.1.12.F.2 | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. |
| RH.9-10.1. | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH.9-10.2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH.9-10.3. | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH.9-10.5. | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH.9-10.6. | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH.9-10.7. | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
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| RH.9-10.9. | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| RH.9-10.10. | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W.9-10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual |

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|  | or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| W.9-10.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| [**College and Career Readiness Anchor Standards for Reading**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-reading/) | |
| **Key Ideas and Details** | |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | |
| **Craft and Structure** | |
| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | |
| 6. Assess how point of view or purpose shapes the content and style of a text. | |
| **Integration of Knowledge and Ideas** | |
| 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | |
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | |
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | |
| **Range of Reading and Level of Text Complexity** | |
| 10. Read and comprehend complex literary and informational texts independently and proficiently. | |
| [**College and Career Readiness Anchor Standards for Writing**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-writing/) | |
| **Text Types and Purposes** | |
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |

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| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. | |
| **Production and Distribution of Writing** | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | |
| **Research of Build and Present Knowledge** | |
| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | |
| 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **Range of Writing** | |
| 10. Write routinely over extended time frames (time for research | |
| **Unit Essential Questions**   * **What motivated Europeans to begin looking for an all-water route to Asia and the Spice Islands?** * **How did European exploration impact the people of Europe, Africa, and the Americas?** * **How did European exploration impact European and eventually global economies?** | **Unit Enduring Understandings**   * **The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.** |
| **Unit Learning Targets (Objectives)**  Students will ...   * Analyze the factors that made exploration appealing to Europeans. * Analyze the role of Prince Henry and the School of Navigation in European voyages of exploration. * Analyze the impact of the Portuguese and Dutch exploration on Eastern Asia and Europe. * Compare and contrast the reactions of Asian countries to contact with Europeans. * Summarize the results of the first encounters between the Spanish and Native Americans. * Evaluate the reason why the Spanish were able to defeat numerically superior opponents in the Americas. * Diagnose how Spain developed and ruled its empire in the Americas. * Assess how competition for power affected Europeans and Native Americans in North America. * Analyze the arrival of the Europeans in Africa, the development of the Atlantic slave trade and the effect of the slave trade on old and new African states. * Analyze how European exploration led to a global change. * Identify the impact the commercial revolution and mercantilism had on European economies, and the lives of everyday people. | |
| **Evidence of Learning** | |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now * Varied journal prompts, spelling or vocabulary lists * Anchor activities * Choice of review activities * Homework options * Flexible grouping * Varied computer programs * Multiple learning intelligence * Use of graphic organizers * Think-Pair-Share by readiness, interest and/or learning profile * Games to practice mastery of information and skill * Multiple levels of questioning * Jigsaw * Multiple Texts * Alternative Assessments * Modified Assessments * Open Ended Activities/ Assessments * Layered Curriculum * Flipped Classroom (Student Based Learning) * Discussion Boards * **Summative Assessments** * Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development. * Students will create a DBQ for the topic and/or DBQ packets. * Students will take a pencil and paper test comprised primarily of open-ended questions. * The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams. * Open ended writing assignments * Compare and Contrast Essays * Unit Tests * Reading Comprehension Quizzes * Weekly informational comprehension quiz * Take Home Projects * Oral presentations * DBQ * Computer Projects (Pod Casts, Newsletters) * Quarterly or Midterm/Final | |

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| **Modifications (ELLs, Special Education, Gifted and Talented):**  * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Learn different material * Get graded or assessed using a different standard than the one for classmates |
| **Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Curriculum Framework * Text: District Resources: Textbooks, online material, and other classroom resources. * Teacher Resource Material   **Technology Integration:**   * Kahn Academy * Crash Course * graphic novels * Collaborative documents using Google docs or Wikis * Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo) * TeacherTube * digital storytelling * Presentation software: PowerPoint, Prezi, * QR Codes * iPads, laptops, Chromebooks * Projectors, document cameras * subject specific website (i.e: Today in History, Or This Day in History) |
| **Teacher Notes:** A list of potential activities follows:   * Create a chart focusing on the pros and cons of exploration. Divide the class and have them debate on both positions. * Internet Research: Using the internet research famous explorers of the 15th and 16th centuries. Create a map outlining early exploration routes accompanied by a key containing a short explanation of the significance of each route. * Create a poster comparing and contrasting the Portuguese and Spanish styles of exploration and conquest. * Pretend that you are a spice merchant in either Europe or Eastern Asia and write a journal entry describing how the Dutch or Portuguese have changed your life. |

* DBQ: Primary Source-Columbus' letter to the King and Queen of Spain, 1494,
  + Using the primary source above for support write a well developed essay about the importance of investing in sea exploration during the 14th and 15th centuries.
* Write a dialogue between two officials in China, Korea, or Japan. Debate the merits and drawbacks of trading with Europeans.
* Create a table to show how Europeans treated people in China, Korea, and Japan, and the response they received from each county.
* In the first person, write a message to the Aztec king describing the first sighting f a Spanish soldier.
* Create a chart of the advantages that the Spanish had over Native Americans, and debate which factor was the most important.
* Create a pyramid chart that identifies the social structure of the Spanish colonies in the Americas.
* Design two posters, one for France and one for England, encouraging settlement in their respective colonies.
* Create a flowchart documenting the development of the Atlantic slave trade.
* Create a poster that demonstrates the Columbian exchange as a true exchange.
* Encounters between different human civilizations often led to negative consequences. A typical example from history is Europe’s colonization of the Americas. Using this as a guide, students will consider the possible consequences of a human encounter with an extraterrestrial civilization and develop recommendations for how such an encounter should take place.
* Discussion Questions: Small Group and/or Roundtable
  + What impact did the Age of Exploration have on the developing global economies of Europe, Africa, and the Americas?
  + Which elements of the Age of Exploration have lasted through modern times?

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| **2015 Ocean County Curriculum Framework**  **Unit 3** |
| **Content Area: Social Studies** |
| **Unit Title: The Age of Absolutism and The Enlightenment** |
| **Target Course/Grade Level: World History – Global Studies/ 9** |
| **Unit Summary**  This unit allows students to compare the governmental trends of 17th and 18th century Europe, where both absolutist and constitutionalist trends developed. This unit will also allow students to gain an appreciation for the political, economic, and social theories of the great thinkers of the 18th and 19th centuries. By analyzing the ideologies devised by the Enlightenment thinkers, students will be able to connect them to political, economic, and social events of the time. By evaluating the effect the Enlightenment thinkers had on a variety of 18th and 19th century issues, students will be able to apply the same Enlightenment theories to current global issues.  **Primary interdisciplinary connections:**  **English/Language Arts:** Familiarization and definition of important terms; i.e Absolutism, Sovereignty, Divine Right, Political Authority. Reading of important documents and treaties.  **Science:** The impact and ideologies of important Enlightenment thinkers; i.e.Johannes Kepler, Renee Descartes, Galileo Galilei, Isaac Newton, Francis Bacon, Nicolaus Copernicus.  **Politics and Government:** European Absolute Monarchs; i.e. Louis XIV (France), James I (England), Charles I (England), Frederick the Great (Prussia), Maria Theresa (Austria) , Philip II (Spain) , Ivan the Terrible (Russia), Peter the Great (Russia), Catherine the Great (Russia). Discussion of their policies, laws, and regulations.  **Art:** The analysis and understanding of political cartoons. |

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| **21st Century Themes:** The growth and development of major European rulers. Policies focused on domestic and foreign issues.   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety | |
| **Learning Targets** | |
| **Standard 6.2 World History/Global Studies:** All students will acquire the knowledge and  skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. | |
| **Standard 8.1 Educational Technology:** All students will use digital tools to access, manage,evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **Standard 9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  **Related Content Statements for Standard 6.2**   * Ideas developed during the age of Absolutism and Enlightenment led to political, economic, and cultural changes that have had a lasting impact   **Related Content Statements for Standard 8.1**  Ability to research with material provided such as computers, chromebooks, phone applications and BYOD.  **Related Content Statements for Standard 9.1**   * The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.   Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.  Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.  Ethical behaviors support human rights and dignity in all aspects of life. | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.2.12.A.2.a | Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-  faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time. |
| 6.2.12.A.2.b | Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society. |
| 6.2.12.A.2.c | 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). |
| 9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning experiences. |
| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin. |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural context. |

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| 9.1.12.D.2 | Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events. |
| 9.1.12.F.2 | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. |
| RH.9-10.1. | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH.9-10.2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH.9-10.3. | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH.9-10.5. | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH.9-10.6. | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH.9-10.7. | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH.9-10.8. | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| RH.9-10.9. | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| RH.9-10.10. | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W.9-10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to |

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|  | other information and to display information flexibly and dynamically. |
| W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| W.9-10.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| [**College and Career Readiness Anchor Standards for Reading**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-reading/) | |
| **Key Ideas and Details** | |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | |
| **Craft and Structure** | |
| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | |
| 6. Assess how point of view or purpose shapes the content and style of a text. | |
| **Integration of Knowledge and Ideas** | |
| 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | |
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | |
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | |
| **Range of Reading and Level of Text Complexity** | |
| 10. Read and comprehend complex literary and informational texts independently and proficiently. | |
| [**College and Career Readiness Anchor Standards for Writing**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-writing/) | |
| **Text Types and Purposes** | |
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and | |

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| accurately through the effective selection, organization, and analysis of content. | |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. | |
| **Production and Distribution of Writing** | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | |
| **Research of Build and Present Knowledge** | |
| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | |
| 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **Range of Writing** | |
| 10. Write routinely over extended time frames (time for research | |
| **Unit Essential Questions**   * **How did Enlightenment ideas alter political thought?** * **What changes were made to European and “American” societies during the Enlightenment era?** * **Why did England develop a government radically different from other, absolutist states?** | **Unit Enduring Understandings**   * **Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.** |
| **Unit Learning Targets (Objectives)**  Students will ...   * Identify the characteristics of an absolute ruler. * Explain the growth of Parliament’s power in the 17th century. * Compare the government of Britain after the Glorious Revolution with the governments of other European states. * Asses the political structure in Europe during the 17th and 18th centuries. * Predict the reactions of the ordinary people of Europe under the political structure of the 17th and 18th centuries. * Evaluate the impact of the European economies leading up to the Enlightenment movement. * Analyze the role advancements in scientific thought promoted trust in human reason. * Analyze whether censorship hindered or aided the spread of Enlightenment ideas. * Relate how the growth of constitutional government reflected conditions in British society. * Appreciate how Enlightenment ideas influenced the birth of the American republic. | |
| **Evidence of Learning** | |

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| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now * Varied journal prompts, spelling or vocabulary lists * Anchor activities * Choice of review activities * Homework options * Flexible grouping * Varied computer programs * Multiple learning intelligence * Use of graphic organizers * Think-Pair-Share by readiness, interest and/or learning profile * Games to practice mastery of information and skill * Multiple levels of questioning * Jigsaw * Multiple Texts * Alternative Assessments * Modified Assessments * Open Ended Activities/ Assessments * Layered Curriculum * Flipped Classroom (Student Based Learning) * Discussion Boards * **Summative Assessments** * Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development. * Students will create a DBQ for the topic and/or DBQ packets. * Students will take a pencil and paper test comprised primarily of open-ended questions. * The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams. * Open ended writing assignments * Compare and Contrast Essays * Unit Tests * Reading Comprehension Quizzes * Weekly informational comprehension quiz * Take Home Projects * Oral presentations * DBQ * Computer Projects (Pod Casts, Newsletters) * Quarterly or Midterm/Final |
| **Modifications (ELLs, Special Education, Gifted and Talented):**  * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions |
| **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting   Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)  **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task |
| **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Learn different material * Get graded or assessed using a different standard than the one for classmates   **Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Curriculum Framework * Text: District Resources: Textbooks, online material, and other classroom resources. * Teacher Resource Material   **Technology Integration:**   * Kahn Academy * Crash Course * graphic novels * Collaborative documents using Google docs or Wikis * Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo) * TeacherTube * digital storytelling * Presentation software: PowerPoint, Prezi, * QR Codes * iPads, laptops, Chromebooks * Projectors, document cameras * subject specific website (i.e: Today in History, Or This Day in History) |
| **Teacher Notes:** A list of potential activities follows:   * Create a list of ten rules for a successful absolute monarch * Internet Research: Research the following absolute monarchs and create a graphic organizer to identify each as a ruler in the 17th and 18th centuries. Include their contributions to their respective governments.   o Charles V, Philip II, Louis XIV, Peter, and Catherine the Great   * Create a poster to illustrate the power absolute rulers had over the people of Europe in the 17th and 18th centuries. * Create a cause and effect chart to outline the events and issues that led to the Enlightenment period. * Create a graphic organizer to outline the philosophies of the great Enlightenment thinkers. * Writing Activity: John Locke-Theories of government |

o After researching John Locke and analyzing a variety of his quotes on government, write a well developed essay to support or debate his ideas for a well organized and balanced system of rule.

* + Research using the internet: The Enlightenment and its lasting impact on global societies and politics.
* Research a current event dealing with censorship and write an essay to compare it to the issues of censorship during the enlightenment period.
* Persuasive Essay: Reference one or more of the suggested primary source documents to write a letter to the King of England offering suggestions on the restructuring of English government and society.

## o The Two Treatises of Government, Common Sense, The Spirit of the Laws, The Social Contract, and On the Principles of Mercantilism

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| **2015 Ocean County Curriculum Framework**  **Unit 4** |
| **Content Area: Social Studies** |
| **Unit Title: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact** |
| **Target Course/Grade Level: World History – Global Studies/ 9** |
| **Unit Summary**  In this unit student will gain an appreciation for the discontent and frustration the people of Europe had with established economic, political, and social conditions. They will be able to identify the dissatisfaction as the drive for change, which often resulted in revolution or reform. The unit will also focus on the time period as a historical transformation guided by a sequence of technological innovation and expanding economic activity and markets. By analyzing a series of events that resulted in a massive population movement, urbanization, and the development of complex economic systems, students will be able to identify the lasting global impact.  **Primary interdisciplinary connections:**  **English/Language Arts:** Reading of literature/novels by Charles Dickens; i.e. *Oliver Twist* and *David Copperfield.* Reading of literature/novels by Karl Marx and Friedrich Engels; i.e. *The Communist Manifesto.*  **Science:** New inventions, discoveries, and methods; i.e. Jethro Tull, Thomas Newcomen, James Watt, John Kay, James Hargreaves, Eli Whitney, George Stephenson, Robert Fulton. Steam Engine, Steam Boat, Telegraph, Spinning Jenny, Cotton Gin.  **Politics and Government:** The creation of France's National Assembly as well as Reign of Terror  **Technology:** New inventions, discoveries, and methods; i.e. Jethro Tull, Thomas Newcomen, James Watt, John Kay, James Hargreaves, Eli Whitney, George Stephenson, Robert Fulton. Steam Engine, Steam Boat, Telegraph, Spinning Jenny, Cotton Gin.  **Economics:** New jobs that become available; i.e. Farmer, Coal Miner, Factory Worker, and Newsboy. The unfair and unsafe working conditions; i.e long hours, low pay, poor ventilation, hazardous environment.  **Art:** The analysis and understanding of political cartoons.  **21st Century Themes:** New beliefs and strategies being used for reform and gaining of independence.  Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information   * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety |
| **Learning Targets** |
| **Standard 6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable  students to make informed decisions as socially and ethically responsible world citizens in the 21st century.  **Standard 8.1 Educational Technology:** All students will use digital tools to access, manage,evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **Standard 9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
| **Related Content Statements for Standard 6.2**   * Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. |

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| The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.  Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.  **Related Content Statements for Standard 8.1**  Ability to research with material provided such as computers, chromebooks, phone applications and BYOD.  **Related Content Statements for Standard 9.1**   * The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.   Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.  Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.  Ethical behaviors support human rights and dignity in all aspects of life. | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.2.12.A.3.a | Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and  revolutions. |
| 6.2.12.A.3.c | Relate the responses of various governments to pressure for self-government or  self-determination to subsequent reform or revolution. |
| 6.2.12.A.3.d | Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities. |
| 6.2.12.D.3.a | Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. |
| 6.2.12.B.3.b | Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment. |
| 6.2.12.C.3.a | Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding. |
| 6.2.12.C.3.b | Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources. |
| 6.2.12.C.3.d | Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes. |
| 6.2.12.D.3.a | Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. |
| 6.2.12.D.3.b | Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children. |
| 9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning experiences. |

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| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin. |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural context. |
| 9.1.12.D.2 | Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events. |
| 9.1.12.F.2 | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. |
| RH.9-10.1. | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH.9-10.2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH.9-10.3. | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH.9-10.5. | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH.9-10.6. | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH.9-10.7. | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH.9-10.8. | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| RH.9-10.9. | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| RH.9-10.10. | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W.9-10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

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| W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| W.9-10.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| [**College and Career Readiness Anchor Standards for Reading**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-reading/) | |
| **Key Ideas and Details** | |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | |
| **Craft and Structure** | |
| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | |
| 6. Assess how point of view or purpose shapes the content and style of a text. | |
| **Integration of Knowledge and Ideas** | |
| 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | |
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | |
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | |
| **Range of Reading and Level of Text Complexity** | |

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| 10. Read and comprehend complex literary and informational texts independently and proficiently. | |
| [**College and Career Readiness Anchor Standards for Writing**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-writing/) | |
| **Text Types and Purposes** | |
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. | |
| **Production and Distribution of Writing** | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | |
| **Research of Build and Present Knowledge** | |
| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | |
| 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **Range of Writing** | |
| 10. Write routinely over extended time frames (time for research | |
| **Unit Essential Questions**   * **What major factors influenced people in their desire for reform society and political units?** * **What lasting effects did the political and social reform movements have on the world?** * **What was the lasting impact of the Industrial Revolution?** | **Unit Enduring Understandings**   * **Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in social, political, and economic reform.** |
| **Unit Learning Targets (Objectives)**  Students will ...   * Evaluate the role of the Enlightenment period on the mood of the European people leading up to the Age of Revolution. * Appraise the state of the French economy and social structure in 1789 and explain how they led to the storming of the Bastille. * Predict how increasing discontent led to violence and then a revolution against the government in France. * Evaluate the attempts of the National Assembly to maintain control of France through moderate reform. * Diagnose the events that led to radicalism and the Reign of Terror. * Reconstruct the chain of events that led to Napoleon declaring himself emperor. * Appraise the consequences of Napoleon’s defeats in Russia and Waterloo. * Identify the components and facts surrounding the Industrial Revolution. | |

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| * Appraise the impact that science and social/political reform had on the Industrial Revolution. * Value the reasons why Britain was the starting point for the Industrial Revolution. * Support the benefits and problems the Industrial Revolution brought to the working class, and the new middle class. * Compare the views of utilitarians and socialists. * Examine and summarize the ideas of “scientific socialism” as introduced by Karl Marx. * Describe the impact of new technology on industry, transportation, communication, and medical advances in the late 1800s. * Explain how working class struggles led to improved conditions for workers. |
| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now * Varied journal prompts, spelling or vocabulary lists * Anchor activities * Choice of review activities * Homework options * Flexible grouping * Varied computer programs * Multiple learning intelligence * Use of graphic organizers * Think-Pair-Share by readiness, interest and/or learning profile * Games to practice mastery of information and skill * Multiple levels of questioning * Jigsaw * Multiple Texts * Alternative Assessments * Modified Assessments * Open Ended Activities/ Assessments * Layered Curriculum * Flipped Classroom (Student Based Learning) * Discussion Boards * **Summative Assessments** * Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development. * Students will create a DBQ for the topic and/or DBQ packets. * Students will take a pencil and paper test comprised primarily of open-ended questions. * The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams. * Open ended writing assignments * Compare and Contrast Essays * Unit Tests * Reading Comprehension Quizzes * Weekly informational comprehension quiz * Take Home Projects * Oral presentations * DBQ * Computer Projects (Podcasts, Newsletters) * Quarterly or Midterm/Final |
| **Modifications (ELLs, Special Education, Gifted and Talented):**  * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework questions than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Learn different material * Get graded or assessed using a different standard than the one for classmates   **Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Curriculum Framework * Text: District Resources: Textbooks, online material, and other classroom resources. * Teacher Resource Material   **Technology Integration:**   * Kahn Academy * Crash Course * graphic novels * Collaborative documents using Google docs or Wikis * Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo) * TeacherTube * digital storytelling * Presentation software: PowerPoint, Prezi, * QR Codes * iPads, laptops, Chromebooks * Projectors, document cameras * subject specific website (i.e: Today in History, Or This Day in History) |

**Teacher Notes:**

* Use the internet to research information on the lifestyle of the French monarchs and the socio- economic status of the French people in the 18th century.
* Fishbowl Discussion:
  + If in the fishbowl
    - demonstrate their knowledge of the socio-economic status of the French people in

the 18th century.

* + - provide a logical argument supporting the need for action by the French citizens against their government.
  + If observing the fishbowl
    - evaluate the arguments presented by others on the importance of revolution.
    - reflect on new insights provided by the discussion.
  + Everyone
    - develop a higher awareness of the concept of revolution.
    - have an increased understanding of various components of the impending revolution.
* Video: History Channel’s: The French Revolution - Visualize the grandeur of French royalty and the palace of Versailles. A timeline of the major events of the French Revolution.
  + Discussion Questions:
  + How did the French people of the Third Estate live compared to the First and Second Estates in French society?
  + What role did the storming of the Bastille play in the revolution?
  + How was the National Assembly created?
  + How and why did the revolutionary governments evolve over the course of the revolution?
* Create a chart of Louis XIV’s successes and failures. Based on the chart, write a paragraph in which you argue that he was a successful or unsuccessful ruler.
* Persuasive Essay: Write a letter to Louis XVI as a member of the Third Estate and supply him with **at least three** convincing social reform steps to aid the failing French economy.
* Create a poster in support of the revolutionaries as an advertisement for their cause.
* Draw a political cartoon about the execution of Louis XVI.
* Class Debate: Was the French Revolution successful?
  + Divide the class to support both sides of the debate. (Success and failure)
* Analyze political cartoons of Napoleon I and evaluate the messages intended by the illustrators.
* Create a concept web to illustrate why the Industrial Revolution began in Britain.

Compare child labor during the Industrial Revolution to child labor and child labor laws that exist today.

* Create a Photo Story or Podcast to compare child labor of the 17th and 18th centuries to child labor and child labor laws of modern times.
* Create a graphic organizer to illustrate the impact of the Industrial Revolution on global economies.
* Internet Research-Research data on the internet: population of industrial cities (urbanization), number of industrial workers employed during a specific time frame, and the average age and salaries of industrial workers. (1750-1900), etc.
  + Create a series of bar or line graphs to illustrate the data found above
* Discussion Questions:
  + What were the social and economic changes made throughout the Industrial Revolutions?
  + Which inventions, machines, or tools specifically contributed directly to the change in business and the economies in Europe and the United States?
* Imagine you are a factory worker who has read the Communist Manifesto. Write a letter to your friend discussing the Manifesto and explaining why you agree or disagree with Marx’s viewpoint.

## Video: Seven Wonders of the Industrial World

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| **Ocean County Curriculum Framework**  **Unit 5** |
| **Content Area: Social Studies** |
| **Unit Title: European Nationalism and Imperialism** |
| **Target Course/Grade Level: World History – Global Studies/ 9** |
| **Unit Summary**  This unit covers the political, geographic, economic, and social history of Europe between the Industrial Revolution and the beginning of World War I. Topics include the growth of nationalistic movements and the unification of Germany and Italy, and European acquisition and exploitation of colonies in Asia and Africa.  Students will examine the patterns of thought that underlie colonialism and nationalism, and predict the long term effects of 19th century European policies. The unit also incorporates relevant themes including child labor and racial relations.  **Primary Interdisciplinary Connections:**  **English/Language Arts:** Reading and understanding primary and secondary sources towards the motives, conquests, and effects of european Imperialism; i.e. Zulu wars, the Sepoy Rebellion, the Opium Wars, the Boxer Rebellion, and the Meiji Restoration.  **Math:** The implementation of tactics and strategies used during times of war fought both on land and sea.  **Science:** New inventions, discoveries and weapons used during time of war; i.e. chemical weapons/poisonous gas, machine guns, tanks, submarines, and airplanes.  **Technology:** New inventions, discoveries and weapons used during time of war; i.e. chemical weapons/poisonous gas, machine guns, tanks, submarines, and airplanes.  **Politics & Government:** Foreign and domestic policies of major world leaders.  **Art:** The analysis and understanding of political cartoons.  **21st Century Themes:** An era of political and military changes that bring upon new tacts and strategies used in politics as well as the battlefields.   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety |
| **Learning Targets** |
| **Standard 6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and  the environment affect issues across time and cultures. Such knowledge and skills enable  students to make informed decisions as socially and ethically responsible world citizens in the 21st century.  **Standard 8.1 Educational Technology:** All students will use digital tools to access, manage,evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **Standard 9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical |

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| thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | |
| **Related Content Statements for Standard 6.2**   * Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.   **Related Content Statements for Standard 8.1**  Ability to research with material provided such as computers, chromebooks, phone applications and BYOD.  **Related Content Statements for Standard 9.1**   * The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.   Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.  Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.  Ethical behaviors support human rights and dignity in all aspects of life. | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.2.12.A.3.g | Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this  era, and evaluate the impact of these actions on their relations. |
| 6.2.12.B.3.a | Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914. |
| 6.2.12.C.3.b | Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources. |
| 6.2.12.C.3.e | Assess the impact of imperialism on economic development in Africa and Asia. |
| 6.2.12.D.3.c | Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century. |
| 6.2.12.D.3.d | Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives. |
| 6.2.12.D.3.e | Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule. |
| 9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning experiences. |
| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin. |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural context. |
| 9.1.12.D.2 | Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events. |

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| 9.1.12.F.2 | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. |
| RH.9-10.1. | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH.9-10.2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH.9-10.3. | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH.9-10.5. | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH.9-10.6. | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH.9-10.7. | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH.9-10.8. | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| RH.9-10.9. | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| RH.9-10.10. | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W.9-10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| W.9-10.7. | Conduct short as well as more sustained research projects to answer a question |

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|  | (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,  demonstrating understanding of the subject under investigation. |
| W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| W.9-10.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| [**College and Career Readiness Anchor Standards for Reading**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-reading/) | |
| **Key Ideas and Details** | |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | |
| **Craft and Structure** | |
| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | |
| 6. Assess how point of view or purpose shapes the content and style of a text. | |
| **Integration of Knowledge and Ideas** | |
| 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | |
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | |
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | |
| **Range of Reading and Level of Text Complexity** | |
| 10. Read and comprehend complex literary and informational texts independently and proficiently. | |
| [**College and Career Readiness Anchor Standards for Writing**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-writing/) | |
| **Text Types and Purposes** | |
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, well- | |

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| chosen details, and well-structured event sequences. | |
| **Production and Distribution of Writing** | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | |
| **Research of Build and Present Knowledge** | |
| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | |
| 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **Range of Writing** | |
| 10. Write routinely over extended time frames (time for research | |
| **Unit Essential Questions**   * **What factors led to the unification of Germany and Italy?** * **What motivated European countries to acquire colonies?** * **What impact did imperialism have on Europe and the areas that Europeans colonized?** | **Unit Enduring Understandings**   * **The growth of nationalism and strong leadership personalities led to unified German and Italian nation-states by the end of the 1800s.** * **European imperialism was motivated by both economic and military factors.** * **Colonization brought economic prosperity and natural resources to Europe, while causing long term damage to colonized areas and peoples.** |
| **Unit Learning Targets (Objectives)**  Students will ...   * Identify several events that promoted German unity during the early 1800s. * Analyze the basic political organization of the new German Empire. * Describe the challenges that faced the new nation of Italy. * Analyze western imperialism and explain why it spread so rapidly. * Identify the methods used by imperial governments in ruling their empires. * Evaluate the partition of Africa and explain how Africans resisted imperialism. * Evaluate imperialism in Muslin regions in the 1700s and 1800s. * Describe the development of trade between Britain and China and how it led to imperialism. * Analyze the role that European views on race impacted the development of imperialism. | |
| **Evidence of Learning** | |

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| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now * Varied journal prompts, spelling or vocabulary lists * Anchor activities * Choice of review activities * Homework options * Flexible grouping * Varied computer programs * Multiple learning intelligence * Use of graphic organizers * Think-Pair-Share by readiness, interest and/or learning profile * Games to practice mastery of information and skill * Multiple levels of questioning * Jigsaw * Multiple Texts * Alternative Assessments * Modified Assessments * Open Ended Activities/ Assessments * Layered Curriculum |
| * Flipped Classroom (Student Based Learning) * Discussion Boards * **Summative Assessments** * Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development. * Students will create a DBQ for the topic and/or DBQ packets. * Students will take a pencil and paper test comprised primarily of open-ended questions. * The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams. * Open ended writing assignments * Compare and Contrast Essays * Unit Tests * Reading Comprehension Quizzes * Weekly informational comprehension quiz * Take Home Projects * Oral presentations * DBQ * Computer Projects (Podcasts, Newsletters) * Quarterly or Midterm/Final  **Modifications (ELLs, Special Education, Gifted and Talented):**  * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader   Hear instructions orally   * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class |
| **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher)   Use special lighting or acoustics   * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Learn different material   Get graded or assessed using a different standard than the one for classmates  **Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Curriculum Framework * Text: District Resources: Textbooks, online material, and other classroom resources. * Teacher Resource Material |
| **Technology Integration:**   * Kahn Academy * Crash Course * graphic novels * Collaborative documents using Google docs or Wikis * Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo) * TeacherTube * digital storytelling * Presentation software: PowerPoint, Prezi, * QR Codes * iPads, laptops, Chromebooks * Projectors, document cameras * subject specific website (i.e: Today in History, Or This Day in History)   ∙**Teacher Notes:** Potential activities include:   * Create a flowchart to illustrate the sequence of events that led to German unification in the 1800s. * Analyze a map of the unification of Germany with map skills questions. * Write a persuasive essay about whether Germany’s war against Austria was justified. * Create a cause and effect chart for the factors that led to a strong German nation. * Biography activity: Otto von Bismarck. * Analyze political cartoon showing Bismarck and Pope Pius IX * Create a timeline to depict the sequence of events that led to Italian unification. * Write a diary entry from the perspective of tsar Alexander II explaining his reform policy. * Create a list showing the multiple causes of imperialism in the 1800s. * Use a map to illustrate the areas in Asia and Africa controlled by European countries. * Map Activity: identify European colonies in Africa – mid 1800s. * Write a letter to a European leader arguing for or against European colonization in Africa. * Create a concept web to outline the effects of European imperialism on Muslim regions. * Create a poster to illustrate the effects of British imperialism in India. |

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| **2015 Ocean County Curriculum Framework**  **Unit 6** |
| **Content Area: Social Studies** |
| **Unit Title: The World at War** |
| **Target Course/Grade Level: World History – Global Studies/9** |
| **Unit Summary**  This unit addresses the causes and effects of both World Wars, as well as the key events of the interwar period. Potential topics include the political, social, and economic causes of the wars, the effect of new technologies on the fighting, and the lives of noncombatants during both wars.  For World War I, students will analyze the causes of the war, and the failures of the peace settlement to achieve lasting peace and stability in Europe. For World War II, students will analyze the connections between the Treaty of Versailles and the start of the war, and the long term effects of late war tensions between Western Europe and the U.S.S.R.  In addition, students will study the origins and causes of genocide and ethnic cleansing in this period, as well as their continuing impact in the present.  **Primary Interdisciplinary Connections:**  **English/Language Arts:** The reading of literature/novels; Anne Frank, *The Diary of Anne Frank,* John Boyne, *The Boy in the Striped Pajamas.*  **Science:** New inventions, discoveries and weapons used during time of war; i.e. chemical weapons/poisonous gas, machine guns, tanks, submarines, and airplanes  **Technology:** New inventions, discoveries and weapons used during time of war; i.e. chemical weapons/poisonous gas, machine guns, tanks, submarines, and airplanes.  **Art:** The analysis and understanding of political cartoons.  **21st Century Themes:**  New technology and political figures who have a powerful impact towards deciept, corruption and changing of the world.  Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information   * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety |
| **Learning Targets** |
| **Standard 6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable  students to make informed decisions as socially and ethically responsible world citizens in the 21st century.  **Standard 8.1 Educational Technology:** All students will use digital tools to access, manage,evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **Standard 9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
| **Related Content Statements for Standard 6.2**   * Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. * The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. * World Wars I and II were “total wars” in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. * World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. * Economic, technological, and military power and bureaucracies have been used by nations to |

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| deliberately and systematically destroy ethnic/racial, political, and cultural groups.  **Related Content Statements for Standard 8.1**  Ability to research with material provided such as computers, chromebooks, phone applications and BYOD.  **Related Content Statements for Standard 9.1**   * The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.   Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.  Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.  Ethical behaviors support human rights and dignity in all aspects of life. | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.2.12.A.4.a | Explain the rise of fascism and spread of communism in Europe and Asia. |
| 6.2.12.A.4.c | Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of  Ukrainians and Chinese. |
| 6.2.12.A.4.d | Assess government responses to incidents of ethnic cleansing and genocide. |
| 6.2.12.B.4.a | Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939. |
| 6.2.12.B.4.b | Determine how geography impacted military strategies and major turning points during World War II. |
| 6.2.12.B.4.c | Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East. |
| 6.2.12.B.4.d | Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II. |
| 6.2.12.C.4.a | Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. |
| 6.2.12.C.4.b | Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e.,  national mobilization, loss of life, and destruction of property). |
| 6.2.12.C.4.c | Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars. |
| 6.2.12.C.4.d | Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and  bolstered the power of new authoritarian regimes during this period. |
| 6.2.12.D.4.a | Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I. |
| 6.2.12.D.4.b | Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations. |
| 6.2.12.D.4.c | Assess the causes of revolution in the 20th century (i.e., in Russia, China, India,  and Cuba), and determine the impact on global politics. |

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| 6.2.12.D.4.d | Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic  rivalries caused World War II. |
| 6.2.12.D.4.e | Compare how Allied countries responded to the expansionist actions of Germany and  Italy. |
| 6.2.12.D.4.g | Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war” |
| 6.2.12.D.4.i | Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term  consequences of genocide for all involved. |
| 6.2.12.D.4.l | Assess the cultural impact of World War I, the Great Depression, and World War II. |
| 9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning experiences. |
| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin. |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural context. |
| 9.1.12.D.2 | Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events. |
| 9.1.12.F.2 | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. |
| RH.9-10.1. | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH.9-10.2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH.9-10.3. | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH.9-10.5. | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH.9-10.6. | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH.9-10.7. | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH.9-10.8. | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |

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| RH.9-10.9. | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| RH.9-10.10. | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W.9-10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| W.9-10.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| [**College and Career Readiness Anchor Standards for Reading**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-reading/) | |
| **Key Ideas and Details** | |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | |
| **Craft and Structure** | |

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| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | |
| 6. Assess how point of view or purpose shapes the content and style of a text. | |
| **Integration of Knowledge and Ideas** | |
| 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | |
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | |
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | |
| **Range of Reading and Level of Text Complexity** | |
| 10. Read and comprehend complex literary and informational texts independently and proficiently. | |
| [**College and Career Readiness Anchor Standards for Writing**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-writing/) | |
| **Text Types and Purposes** | |
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and  accurately through the effective selection, organization, and analysis of content. | |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. | |
| **Production and Distribution of Writing** | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | |
| **Research of Build and Present Knowledge** | |
| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | |
| 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **Range of Writing** | |
| 10. Write routinely over extended time frames (time for research) | |
| **Unit Essential Questions**   * **What were the causes and effects of World War I?** * **Why did many European nations adopt totalitarian governments, and what effect did these changes have on Europe?** * **What were the causes and effects of World** | **Unit Enduring Understandings**   * **The First World War was caused by a variety of interrelated factors, and devastated the populations of Europe.** * **In response to economic conditions, dictators seized power in many European countries and introduced** |

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| **War II?**   * **What were the results of racist policies put into place by various countries during this period?** | **aggressive policies.**   * **The Second World War was caused by a variety of interrelated factors, and resulted in the defeat of dictators and the division of Europe into capitalist and communist spheres.** * **Deliberate policies and actions led to genocide in Armenia and the Holocaust.** |
| **Unit Learning Targets (Objectives)**  Students will ...   * Explain the causes, events and results of WWI and WWII. * Analyze the economic, social, and political impact of WWI and WWII and the results of the resolutions of each conflict. * Evaluate the importance of nations to unify, industrialize and participate in the global economy   (i.e. Italy and Germany).   * Assess the impact of new technologies that were part of modern warfare and advantageous to powerful nations (i.e. Germany – submarine) as well as determine the shift to total war that impacted and ended the lives of military and civilians in warring nations. * Analyze and evaluate primary source documents such as political cartoons, war propaganda, diaries and government policies such as mandatory conscription that encouraged global warfare. * Compare and contrast historic political maps to determine the nations that emerged in the post war years with the decline of the Ottoman and Austro-Hungarian Empires. * Define and apply the terms communism, socialism, fascism, capitalism, nationalism, militarism, and alliance to the causes and outcomes of WWI and WWII. * Analyze the origins of alliances of the twentieth and twenty-first centuries based upon socialist or capitalist ideologies. * Evaluate the intended purposes of the Treaty of Versailles and how the majority of the responsibility for WWI was placed on Germany and how this did not address the main causes of WWI, subsequently leading to WWII. * Define genocide and determine the broad scope of various minorities that were targeted, discriminated against, and exterminated throughout the Holocaust. * Explain the intended and unintended social, political and economic implications of new national boundaries established by the treaties that ended World War II. * Compare and contrast the economic philosophies of leading nations in the Post War (I and II) era with the intent to recover from the global depression. | |
| **Evidence of Learning** | |

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| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now * Varied journal prompts, spelling or vocabulary lists * Anchor activities * Choice of review activities * Homework options * Flexible grouping * Varied computer programs * Multiple learning intelligence * Use of graphic organizers * Think-Pair-Share by readiness, interest and/or learning profile * Games to practice mastery of information and skill * Multiple levels of questioning * Jigsaw * Multiple Texts * Alternative Assessments * Modified Assessments * Open Ended Activities/ Assessments * Layered Curriculum * Flipped Classroom (Student Based Learning) * Discussion Boards * **Summative Assessments** * Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development. * Students will create a DBQ for the topic and/or DBQ packets. * Students will take a pencil and paper test comprised primarily of open-ended questions. * The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams. * Open ended writing assignments * Compare and Contrast Essays * Unit Tests * Reading Comprehension Quizzes * Weekly informational comprehension quiz * Take Home Projects * Oral presentations * DBQ * Computer Projects (Pod Casts, Newsletters) * Quarterly or Midterm/Final |
| **Modifications (ELLs, Special Education, Gifted and Talented):**  * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Learn different material * Get graded or assessed using a different standard than the one for classmates  **Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:**  * Curriculum Framework  Text: District Resources: Textbooks, online material, and other classroom resources.Teacher Resource Material **Technology Integration:**   * Kahn Academy * Crash Course * graphic novels * Collaborative documents using Google docs or Wikis * Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo) * TeacherTube * digital storytelling * Presentation software: PowerPoint, Prezi, * QR Codes * iPads, laptops, Chromebooks * Projectors, document cameras * subject specific website (i.e: Today in History, Or This Day in History) |
| **Teacher Notes:** Potential activities listed below:   * Create a concept web to outline the events that caused WWI. * Label a map to identify European alliances. Use the finished map to make inferences about the impending war. * Create a wartime propaganda poster to illustrate the reactions towards the start of WWI. * Write a reaction paper to a slideshow of photographs taken from the battlefields of WWI. * Create an outline or note taking chart to summarize the events that led to victory for the Allies. * Create graphs to illustrate the costs of war (financial, military casualties, etc.) * Create a photostory or PowerPoint to depict the social changes after WWI (Roaring Twenties) * Listen to jazz music. Have students comment on how the music prompted the social feelings of the 1920s. * Create a sample of abstract art (Picasso) and explain how it reflected the postwar mood. * “Brother Can you Spare a Dime” |

* Analyze a sampling of political cartoons (Subject: Is the War really over?)
* Group discussion: Postwar economics and the Great Depression
* Create a chart to identify the European dictators of the early 1900s.
* Write an essay that compares the policies of two European dictators.
* Create a chart to identify the difference between Germany under the Weimar Republic and under Hitler.
* Create a Venn diagram that compares and contrasts Mussolini and Hitler.
* Create a flowchart beginning with the German invasion of Poland that outlines events leading up to WWII.
* Create a diorama to illustrate a key battle of WWII. (Normandy Invasion, Stalingrad, Iwo Jima, etc.)
* Write a persuasive letter that argues for or against the use of nuclear weapons against Japan.
* Create graphs to illustrate the cost of WWII.

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| **2015 Ocean County Curriculum Framework**  **Unit 7** |
| **Content Area: Social Studies** |
| **Unit Title: The Postwar World** |
| **Target Course/Grade Level: World History – Global Studies/9** |
| **Unit Summary**  This unit introduces students to the rapidly changing world after World War II. Key elements of the unit include the Cold War and its related conflicts, increasing globalization, and the role of new information technology in shrinking the world. Economic development and the systems of capitalism and communism will be integrated throughout the unit.  **Primary Interdisciplinary Connections:**  **English/Language Arts:** New view and beliefs towards politics and religion bringing upon new views and culture. Growth of education building upon literacy and education.  **Science:** Improvements of medicine, technology, and overall living conditions around the world  **Technology:** Improvement of new advanced weaponry. Arms race competition between American and Soviet Governments; i.e. Cuban Missile Crisis. Growth in computers and communication; i.e. home computer, cell phones, MP3 players.  **Politics and Government:** Democracy against communism.Foreign and Domestic Policies of major global leaders; i.e Nikita Khrushchev, Ronald Reagan, and Ho Chi Minh.  **Economics:** Global competition, as well as expansion of trade, goods, services. Restoration of economy following stock market crash and living standards of urban areas and third world countries.  **Art:** The analysis and understanding of political cartoons.  **21st Century Themes:** Powerful world leaders bring upon social change and aim towards global democracy  Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information   * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety |
| **Learning Targets** |
| **Standard 6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable  students to make informed decisions as socially and ethically responsible world citizens in the 21st century.  **Standard 8.1 Educational Technology:** All students will use digital tools to access, manage,evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **Standard 9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
| **Related Content Statements for Standard 6.2**   * Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. * International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural |

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| resources.  **Related Content Statements for Standard 8.1**  Ability to research with material provided such as computers, chromebooks, phone applications and BYOD.  **Related Content Statements for Standard 9.1**   * The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.   Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.  Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.  Ethical behaviors support human rights and dignity in all aspects of life. | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.2.12.A.5.a | 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, and  periodic military clashes. |
| 6.2.12.A.5.b | Analyze the structure and goals of the United Nations and evaluate the  organization’s ability to solve or mediate international conflicts. |
| 6.2.12.A.5.c | Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve  independence. |
| 6.2.12.A.5.e | Assess the progress of human and civil rights around the world since the 1948  U.N. Declaration of Human Rights. |
| 6.2.12.B.5.a | Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence. |
| 6.2.12.B.5.b | Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia. |
| 6.2.12.B.5.e | Assess the role of boundary disputes and limited natural resources as sources of conflict. |
| 6.2.12.C.5.a | Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II. |
| 6.2.12.C.5.b | Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism. |
| 6.2.12.C.5.c | Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives. |
| 6.2.12.C.5.g | Evaluate the role of the petroleum industry in world politics, the global economy, and the environment. |
| 6.2.12.D.5.c | Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information,  worldwide. |
| 9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning experiences. |

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| 9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| 9.1.12.C.3 | Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin. |
| 9.1.12.D.1 | Interpret spoken and written communication within the appropriate cultural context. |
| 9.1.12.D.2 | Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events. |
| 9.1.12.F.2 | Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. |
| RH.9-10.1. | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH.9-10.2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH.9-10.3. | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH.9-10.5. | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH.9-10.6. | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH.9-10.7. | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH.9-10.8. | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| RH.9-10.9. | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| RH.9-10.10. | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |
| W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| W.9-10.2. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

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| W.9-10.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-10.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| W.9-10.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| [**College and Career Readiness Anchor Standards for Reading**](http://www.corestandards.org/the-standards/english-language-arts-standards/anchor-standards-6-12/college-and-career-readiness-anchor-standards-for-reading/) | |
| **Key Ideas and Details** | |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | |
| **Craft and Structure** | |
| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | |
| 6. Assess how point of view or purpose shapes the content and style of a text. | |
| **Integration of Knowledge and Ideas** | |
| 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | |
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | |
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | |
| **Range of Reading and Level of Text Complexity** | |

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| 10. Read and comprehend complex literary and informational texts independently and proficiently. | |
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| **Text Types and Purposes** | |
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences. | |
| **Production and Distribution of Writing** | |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | |
| **Research of Build and Present Knowledge** | |
| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | |
| 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| **Range of Writing** | |
| 10. Write routinely over extended time frames (time for research | |
| **Unit Essential Questions**   * **How did the conflict between the U.S. and**   **U.S.S.R. shape the postwar world?**   * **How did the world become more integrated during the second half of the twentieth century?** | **Unit Enduring Understandings**   * **Rivalry between the U.S. and the**   **U.S.S.R. led to the space and arms races, and a variety of military conflicts around the world.**   * **Developments in transportation and information technology have helped create a world that is more economically integrated and made information more available than ever before.** |
| **Unit Learning Targets (Objectives)**  Students will ...   * Define socialism, communism, democracy and capitalism; compare and contrast these theories of economics and government with the emerging powerful nations following World War II. * Explain the causes of the Cold War and the actions taken on both sides to limit and exceed competing countries’ power and influence globally. * Analyze the purpose of the United Nations and its effectiveness in creating a global organization to promote peace and prevent conflict. * Evaluate the decline of imperialism and the struggles for independence and self-determination of new emerging nations in Africa and Asia. | |

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| * List and describe the factors and events that led to the decline of the USSR and communism in   their areas of influence.   * Assess the causes of the nuclear arms race and the motives for the build-up of arms. * Explain the reasons for the determination and cooperation of the USA and USSR to reduce and end the arms race. * Analyze the importance of natural resources in the Middle East and how that relates to the nuclear potential of those nations. * Compare the nations that were created due to the dissolution of the Ottoman and Austro- Hungarian Empires and well as the USSR. * Identify terrorist acts and organizations as well as the locations where they operate. |
| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now * Varied journal prompts, spelling or vocabulary lists * Anchor activities * Choice of review activities * Homework options * Flexible grouping * Varied computer programs * Multiple learning intelligence * Use of graphic organizers * Think-Pair-Share by readiness, interest and/or learning profile * Games to practice mastery of information and skill * Multiple levels of questioning * Jigsaw * Multiple Texts * Alternative Assessments * Modified Assessments * Open Ended Activities/ Assessments * Layered Curriculum * Flipped Classroom (Student Based Learning) * Discussion Boards * **Summative Assessments** * Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development. * Students will create a DBQ for the topic and/or DBQ packets. * Students will take a pencil and paper test comprised primarily of open-ended questions. * The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams. * Open ended writing assignments * Compare and Contrast Essays * Unit Tests * Reading Comprehension Quizzes * Weekly informational comprehension quiz * Take Home Projects * Oral presentations * DBQ * Computer Projects (Podcasts, Newsletters) * Quarterly or Midterm/Final |
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**Teacher Notes:** Potential activities listed below:

* Create a concept web to outline events that led to the Cold War
* Map activity: Spheres of Influence
* Primary source document analysis: Cuban Missile Crisis
* Create charts and graphs of nuclear proliferation
* Analyze advertising as evidence of increased consumer spending and the postwar economy
* Create a Venn diagram to compare communist and capitalist systems
* View and analyze samples of Chinese propaganda posters
* Students should create critical thinking questions to accompany Korea’s involvement in the Cold War
* Write a series of diary entries outlining the end of the Cold War through the eyes of a person in East Germany