

High School World History Curriculum Guide

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

**Dr. Marnie Hazelton
Superintendent**

**Denise Cleary
Assistant Superintendent**

**Gregory Grasso
Supervisor of Social Studies and Business**

The Linden Board of Education adopted the Curriculum Guide on:

August 26, 2021

Date

Education – Item # 9

Agenda Item

Rationale

Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

Kevin Thurston – (908) 486-5432 ext. 8307; kthurston@lindenps.org

504 Officer & District Anti-Bullying Coordinator

Annabell Louis – (908) 486-2800 ext. 8025; alouis@lindenps.org

Title IX Coordinator

Steven Viana – (908) 486-7085; sviana@lindenps.org

Director of Special Education

Marie Stefanick – (908) 587-3285; mstefanick@lindenps.org

Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Social Studies Department Vision

Know the past. Engage the present. Impact the future.

Social Studies Department Mission Statement

The mission of our department is to prepare our students to become informed and engaged citizens of an increasingly global, interdependent world. Our focus as Social Studies educators is to ensure that experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

Social Studies Department Goals

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through an interpretation of historical facts, to analyze information, and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal, and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer, and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

I. Course Description

Preparing students to engage the global challenges of the 21st century, World Studies trains students to effectively access and analyze information, design and test solutions to problems, and formulate realistic and responsible plans in response to complex global issues. Using historical inquiry of the past as a tool to develop critical-thinking skills and as a foundation to comprehend the present, this course provides students with an opportunity to thoroughly examine issues, develop their own informed perspectives, and interact with diverse sources of information and technologies.

II. Course Instructional Materials

- ActiveClassroom
- Bring History Alive! (Sourcebooks for United States and World History)
- DBQ Project
- Social Studies Department Writing Rubric

III. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

B. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

<http://www.socialstudies.org/c3>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at: <http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at: <https://www.nj.gov/education/holocaust/index.shtml>

E. History of disabled and LGBT persons included in middle and high school curriculum

- A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of **middle school and high school** students as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources at: <https://www.lgbtqhistory.org/lesson-plans/>

F. Diversity, Equity, and Inclusion Mandate...

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades **kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources available at: <https://www.welcomingschools.org>

G. Asian American and Pacific Islanders Mandate

- A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
- Resources available: <https://asianamericanedu.org>

IV. General Interdisciplinary Connections / Materials

(specific materials are referenced within each unit)

- Language Art: Literature and poetry relevant to the topics covered in each unit.
- Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
- Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
- Math: Analysis and manipulation of statistics or other numeric information / data relevant to the topics covered in each unit.

V. Pacing Guide

First Marking Period	Unit #1- Age of Change – Renaissance, Reformation, Scientific Revolution Unit #2 - Global Encounters
Second Marking Period	Unit #3- Absolute Rulers and Enlightenment Unit #4- Liberty and Equality Unit #5- Industrialization and Imperialism – the New Global Age
Third Marking Period	Unit #6- Nationalism and World War I Unit #7- Totalitarianism and World War II
Fourth Marking Period	Unit #8- The World Post World War II Unit #9- Contemporary Issues Unit #10- Active Citizenship

VI. Vertical Integration – Program Mapping

The mapping of the Social Studies program within Linden Public Schools consists of the following:

Grades 1-3	Active Citizenship Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential theme including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.
Grade 4	United States Geography An introduction to the regions of the United States, with a focus on their history and development.
Grade 5	United States History Settlement/Colonization to End of the American Revolution
Grade 6	Half Year – Civics Half Year- World Geography
Grade 7	United States History The American Revolution to Post Civil War Reconstruction
Grade 8	World History Pre-history to global encounters
Grade 9	World History Global encounters to modern times
Grade 10	United States History I Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era, Imperialism, The First World War
Grade 11	United States History II Roaring Twenties, Great Depression, World War II, Social Development after WWII, Cold War, Post-Cold War Era, The World Today
Grade 12	Electives: Psychology, Sociology, Criminal Justice, African American Studies, Holocaust Studies, Political Science

VII. Accommodations, Modifications, and Teacher Strategies

(specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> Teacher Presentation Student Presentation Class Discussion Socratic Discussion Reading for Meaning Inquiry Design Model Interactive Lecture Interactive Notetaking Compare and Contrast Research Based Problem Based Project Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support adjusted class schedules or grading verbal testing excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate

VIII. Social Studies Department Writing Rubric

		0	1	2	3	4
Introduction	Historical Context	does not discuss the background for the question	alludes to events, with relevance, into historical time period	is present but needs to be more concise	adequately places events, with relevance, into historical time period	clearly and accurately places events into historical time period
	Thesis	no thesis is identified	thesis is alluded to or does not accurately address the question	thesis is not clearly presented or does not fully address the question	thesis is presented and accurate but could be further developed	thesis is fully presented, well-focused and structured
	Outline of Evidence	does not support the thesis or is absent altogether	limitedly supports the thesis or meets the demands of the question	supports the thesis or demands of the questions, but could contain better examples or but could be more concise	largely supports the thesis or demands of the questions	evidence is presented, organized, and effectively supports the thesis
Discussion	Historical Knowledge	Demonstrates little knowledge or contains many inaccuracies	Offers some relevant knowledge but lacks consistent specifics or depth	offers relevant details but is not evenly applied throughout the paper	Offers relevant and consistent details throughout paper but lacks full depth or coverage of content	In-depth and accurate, applied consistently and convincingly to support thesis
	Strength of Argument	The essay is mostly a narrative and there is no attempt to form an argument.	Arguments are present but largely consist of generalized statements	Arguments indicate some in-depth discussion but not consistency throughout	Arguments indicate in-depth discussion but some components could be further developed	Argument is relevant, in-depth and supported by evidence
	Demands of the Question	are not completely addressed	are limitedly addressed throughout the response	are partially addressed throughout the response	are largely met through a clearly focused response	are fully met showing high degree of awareness.
	Historiography		does not acknowledge various interpretations of the topic, event, or issue	Attempts to acknowledge various interpretations of the topic, event, or issue	is integrated effectively into the answer to support and supplement the argument	demonstrates an awareness of the reasons and circumstances that produced different interpretations.
Conclusion	Recaps Thesis and Evidence	thesis and evidence are not summarized or there is no conclusion	Conclusion is present but does not recap the essay sufficiently	The thesis and evidence are partially summarized	thesis and evidence are both mostly summarized and explained	thesis and evidence are fully summarized and well explained.
Logistics	Organization and Structure	is absent altogether	lacks clear approach to answering the question	organization and structure are present but could be better addressed	is acceptable and does not take away from the overall quality of the essay	is strong, clear, and well-focused arguments
	Quality of the Prose	There are severe language or grammatical issues that detract from the quality of the essay	There are many language or grammatical issues that detract from the quality of the essay or it is illegible	There are some language or grammatical issues that detract from the quality or it is difficult to decipher	There are minimal language or grammatical issues that detract from the quality of the essay	There are no language or grammatical issues that detract from the quality of the essay

Score

INC

F

D

C

GRADE

Range

0 through 6

7 through 12

13 through 18

19 through 25

Score

B-

B+

A-

A+

Range

26 through 28

29 through 32

33 through 36

37 through 40

Unit #1
Age of Change – Renaissance, Reformation, Scientific Revolution

Era 2 - Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

Overview:

Students will examine how three distinct periods of change in Europe are independent and interrelated. This will include a study of the changes and developments in art, economics, science, and religion and how they impact one another.

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

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- What happens when cultures collide?
- How is power gained, used, and justified?
- What causes change over time?

Enduring Understanding...

- Movement and migration of people and ideas affects the past, present, and future.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Trade, global interdependence, and specialization impact local social and economic systems.
- The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details

- organize /synthesize information from multiple sources
- compare/contrast ideas from different perspectives
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 1.1: European Renaissance

I. Key Vocabulary/Terms

- Perspective, Realism, Renaissance Man, Leonardo Da Vinci, Black Death

II. Key Concepts/Ideas:

- Renaissance art represented a leap forward in European Art
- Renaissance art was directly impacted by other historical periods

III. Possible Misunderstandings:

- Everyone in Europe was affected by the Renaissance

Assessment Topic 1.2: Protestant Reformation

I. Key Vocabulary/Terms

- Martin Luther, Lutheranism, Protestant, 95 Theses, Henry VIII, Catholicism, Printing Press

II. Key Concepts/Ideas:

- Frustration with the Catholic Church led to a number of protest movements.
- The printing press was instrumental in helping to spread the ideas of the reformation.

III. Possible Misunderstandings:

- Protestant reformers wanted to leave Christianity entirely
- Catholic and Protestant believers got along well after the split

Assessment Topic 1.3: Scientific Revolution

I. Key Vocabulary/Terms:

- Copernicus, Galileo, Scientific Method, Francis Bacon, Isaac Newton

II. Key Concepts/Ideas:

- The curiosity that was created during the Renaissance extended to other pursuits
- The scientific progress made here still affects us today

III. Possible Misunderstandings:

Scientific progress was welcomed by everyone

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the ways in which black Africans and Europeans impacted the economic system of Italy

Topics that address the Holocaust Commission Mandate...

- Examine the ways in which ideas of the Protestant Reformation and Martin Luther impacted the growth of anti-Semitism in Europe.

Topics that address the LGBT and Special Needs Mandate...

- Examination treatment of people that were part of the LGBT community as described in stories of Da Vinci

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 1.1: European Renaissance

- Compare and contrast the styles of Medieval and Renaissance art using primary source examples.
 - Possible examples: The Life of St. Denis 1317, No. 7 Scenes from the Life of the Virgin – Giotto, The Last Supper – Da Vinci, The School of Athens – Raphael
- Identify and define the four characteristics of Renaissance artwork

Assessment Topic 1.2: Protestant Reformation

- Identify the major themes of Luther's 95 Theses
- Use a map to chart the expansion of protestant movement and ideas
- Conduct research on the various beliefs of the different protestant movements

Assessment Topic 1.3: Scientific Revolution

- Examine the tools that scientists used to make discoveries
- Identify the ways that these discoveries still affect us today.

Summative Activities, Tasks, or Projects:

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 1.1: European Renaissance

Lesson Theme 1.1.1: Black Death

Lesson Theme 1.1.2: Why Europe? Why Italy?

Lesson Theme 1.1.3: The artists and their art

Lesson Theme 1.1.4: Economic class structure

Assessment Topic 1.2: Protestant Reformation

Lesson Theme 1.2.1: Martin Luther

Lesson Theme 1.2.2: Other Reformers

Lesson Theme 1.2.3: Peasants War

Lesson Theme 1.2.4: Printing Press

Assessment Topic 1.3: Scientific Revolution

Lesson Theme 1.3.1: Copernicus

Lesson Theme 1.3.2: Scientific Process

Lesson Theme 1.3.3: Scientific Theory

Lesson Theme 1.3.4: The Inquisition

Unit Specific Interdisciplinary Connections / Materials

Examination of Renaissance Artists artwork

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience World History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2008.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- The Historian's Apprentice, Jonathan Burack, MindSparks- A Division of Social Studies School Services, 2010.
- Primary Source Activities: World History, Charlotte Jaffe, Walch Publishing, 2017

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Level Texted for Social Studies: World Cultures Through Time, Shell Publishing, 2007.
- World History Activities for English Language Learners: Renaissance to 21st Century, Richard DiGiacomo, Social Studies School Services, 2016.
- Bring History Alive! : A Sourcebook for Teaching World History, National Center for History in Schools

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

- Kishlansky, Mark. "Part I: The Origins of Civilization." *Sources of World History: Readings for World Civilization*. 2nd ed. Vol. 1. Belmont: Wadsworth, 1999. 2-11. Print.
- Reilly, Kevin. "Origins and History." *Worlds of History: A Comparative Reader*. 1st ed. Vol. 1. Boston: Bedford/St. Martin's, 2000. 1-22. Print
- Martin Luther's *95 Theses*
- Bring History Alive

Unit #2
Global Encounters

Era 1 - Emergence of the First Global Age (1350- 1770)

Overview:

Students will examine how the development of open sea exploration and sailing technology brought every part of the world together for the first time. Unit will focus on the ways in which the age of global encounters impacted peoples all over the world, both positively and negatively.

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.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How is power gained, used, and justified?
- What happens when cultures collide?
- What causes change over time?
- What role have power structures played in maintaining different forms of oppression?
- How do natural resources affect the course of history?

Enduring Understanding...

- Governments should change based on the needs of their people, their society, and their culture.
- Movement and migration of people and ideas affects the past, present, and future.
- People are affected by environmental, economic, social, cultural, and civic concerns.
- Trade, global interdependence, and specialization impact local social and economic systems.
- The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 2.1: Beginning of Global Age

I. Key Vocabulary/Terms

- Zheng He, Christopher Columbus, Magellan, Amerigo Vespucci, Astrolabe, Compass

II. Key Concepts/Ideas:

- Maritime exploration was both an economic and curiosity driven enterprise
- European explorers were not the only explorers on the oceans

III. Possible Misunderstandings:

- The relationship between the explorers and the lands/peoples they visited were always mutually beneficial

Assessment Topic 2.2: Slave Trade

I. Key Vocabulary/Terms

- Slavery, Chattel Slavery, Triangle Trade, Middle Passage, Cash Crops

II. Key Concepts/Ideas:

- European explorers and settlers used African peoples as both a labor pool and a market for finished products
- Slavery had been used as a system around the world for thousands of years, but drastically changed when Europeans enslaved African peoples

III. Possible Misunderstandings:

- Enslaved people were happy to be taken from Africa

Assessment Topic 2.3: Europe-Asia-Africa

I. Key Vocabulary/Terms:

- Indian Ocean Trading Network

II. Key Concepts/Ideas:

- The Indian Ocean played a hugely important role in developing trade between Europe, African, and Asia.

III. Possible Misunderstandings:

- The continent of Asia had almost no connection to the rest of the world.

Assessment Topic 2.4: Europe and the Americas

I. Key Vocabulary/Terms:

- Hernan Cortez, Francisco Pizzaro, Aztec, Inca, Maya, Columbian Exchange

II. Key Concepts/Ideas:

- European, especially Spanish, conquerors were able to fairly easily wipe out Native American civilizations due to advancements in weapons
- Disease played a major role in the European colonization of the Americas
- The Columbian Exchange drastically impacted the economies and cultures of all groups involved

III. Possible Misunderstandings:

- Native Americans were more “primitive” than Europeans

Topics that address the Amistad Commission Mandate...

- Examine the ways in which the Trans-Atlantic Slave trade impacted the regions of Africa, Europe, and the Americas as well as its impact on enslaved peoples.
- Examine the ways in which different African cultures and indigenous were blended together to create new cultures throughout the western world.
- Examine the impact of global encounters on the creation and development of the slave trade.

Topics that address the Holocaust Commission Mandate...

- Examine the effects of enslavement on the mental and physical condition of those who were enslaved.
- Examine the attitude colonial powers towards indigenous people.

Topics that address the LGBT and Special Needs Mandate...

- Examine the ways in which African enslaved people were forced into familial relationships without regard for sexual or gender identity

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 2.1: Beginning of the Global Age

- “Should We Celebrate the Voyages of Zheng-He?” Document Based Question
- Identify and explain the inventions that made the Age of Exploration possible
- Create a map of European Explorers Routes

Assessment Topic 2.2: Slave Trade

- Triangle Trade maps
- Middle Passage and slavery primary source analysis – Equiano, anti-slave trade advocates pamphlets

Assessment Topic 2.3: Europe-Asia-Africa

- Indian Ocean maps
- Trading materials sorting game

Assessment Topic 2.4: Europe in the Americas

- Colonization Map
- “Guns, Germs, and Steel” excerpts and questions/reading for meaning activities
- Columbian Exchange sorting game

Summative Activities, Tasks, or Projects:

- Columbian Exchange DBQ

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 2.1: Beginning of Global Age

Lesson Theme 2.1.1: China – Zheng He

Lesson Theme 2.1.2: Maritime Technological Advances

Lesson Theme 2.1.3: Portuguese Explorers

Lesson Theme 2.1.4: Spanish Explorers

Assessment Topic 2.2: Slave Trade

Lesson Theme 2.2.1: Africa Before the Europeans

Lesson Theme 2.2.2: The Triangle Trade

Lesson Theme 2.2.3: The Middle Passage

Lesson Theme 2.2.4: Slavery in the New World

Assessment Topic 2.3: Europe-Africa-Asia

Lesson Theme 2.3.1: Indian Ocean Trade Network

Assessment Topic 2.4: Europe and the Americas

Lesson Theme 2.4.1: Columbus and the Taino

Lesson Theme 2.4.2: Conquistadores

Lesson Theme 2.4.3: The Columbian Exchange

Lesson Theme 2.4.4: Global Circumnavigation

Unit Specific Interdisciplinary Connections / Materials

Examination of Renaissance Artists artwork

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience World History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2008.

Gifted and Talented Accommodations & Modifications

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English Language Learners, Special Education, and At-Risk Accommodations & Modifications

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- Zheng He Document Based Question
- Olaudah Equiano excerpts
- *Guns, Germs, and Steel* excerpts
- Exploration maps
- Bring History Alive

Useful websites

<http://slaveryandremembrance.org/articles/article/?id=A0057> – from Colonial Williamsburg

Unit #3
Absolute Rulers and Enlightenment

Era 2 - Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

Overview:

This unit will examine the phenomenon of human bondage for the purpose of labor exploitation, through the study of the enslavement of multimillion Africans during four centuries of the Atlantic Slave Trade, as well as the voices that spoke out against the iniquity of chattel, hereditary slavery.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How is power gained, used, and justified?
- What role have power structures played in maintaining different forms of oppression?
- What causes change over time?

Enduring Understanding...

- Governments should change based on the needs of their people, their society, and their culture.
- The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase

- summarize

Students will know...

Assessment Topic 3.1: Absolute Monarchs

I. Key Vocabulary/Terms

- Absolute Monarchy, Divine Right, Oligarchy, Revolution

II. Key Concepts/Ideas:

- Absolute Monarchy was the most used form of government in Europe for centuries.
- Absolute Monarchy is innately set up to create a small group of folks who have a lot and a large group of folks who do not

III. Possible Misunderstandings:

- Absolute Monarchy was a beneficial system for everyone in a country

Assessment Topic 3.2: Enlightenment

I. Key Vocabulary/Terms

- Philosophy, Philosophes, Salons, Enlightenment

II. Key Concepts/Ideas:

- The thinkers of the Enlightenment used the idea of reason to challenge traditional European social and power structures
- Enlightenment thinkers would work individually but also together to refine and challenge each other's ideas

III. Possible Misunderstandings:

- All Enlightenment thinkers thought the same way

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the ways in which Enlightenment thinkers challenged thinking about the equality of all people (but mostly men).
- Identify the ways in which Enlightenment thinkers challenged slavery and how this thinking created abolitionist movements.

Topics that address the Holocaust Commission Mandate...

Topics that address the LGBT and Special Needs Mandate...

- Examine the ways in which Enlightenment thinkers challenged thinking about the equality of all people (but mostly men).
- Examine the life of Benjamin Franklin.

STAGE 2

Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 3.1: Absolute Monarchs

- What is Absolute Monarchy? research question
- Absolute Monarch Graphic Organizer activity
- Absolute Monarchy Newscast – Group work

Assessment Topic 3.2: Enlightenment

- “What is the Enlightenment and what is Reason?” Guided notes
- Enlightenment Philosophes research project

Summative Activities, Tasks, or Projects:

- Enlightenment Philosophes Salon project

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 3.1: Absolute Monarchs

Lesson Theme 3.1.1: Louis XIV

Lesson Theme 3.1.2: Peter the Great

Lesson Theme 3.1.3: Other Absolute Monarchs

Lesson Theme 3.1.4: English Civil War

Assessment Topic 3.2: Enlightenment

Lesson Theme 3.2.1: Philosophes: Voltaire, Locke, et. al.

Lesson Theme 3.2.2: Salons

Lesson Theme 3.2.3: New Forms of Government

Lesson Theme 3.2.4: "Enlightened" Despots

Unit Specific Interdisciplinary Connections / Material

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience World History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2008.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- The Historian's Apprentice, Jonathan Burack, MindSparks- A Division of Social Studies School Services, 2010.
- Primary Source Activities: World History, Charlotte Jaffe, Walch Publishing, 2017

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Level Texted for Social Studies: World Cultures Through Time, Shell Publishing, 2007.
- World History Activities for English Language Learners: Renaissance to 21st Century, Richard DiGiacomo, Social Studies School Services, 2016.
- Bring History Alive! : A Sourcebook for Teaching World History, National Center for History in Schools

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

- Kishlansky, Mark. "Part I: The Origins of Civilization." *Sources of World History: Readings for World Civilization*. 2nd ed. Vol. 1. Belmont: Wadsworth, 1999. Print.
- Reilly, Kevin. "Origins and History." *Worlds of History: A Comparative Reader*. 1st ed. Vol. 1. Boston: Bedford/St. Martin's, 2000. Print.
- Absolute Monarchs DBQ sources
- Voltaire excerpts
- Locke excerpts
- Jefferson excerpts
- Bring History Alive
- William Wilberforce excerpts
- Benjamin Franklin biographies
- [Toussaint Louverture writings](#)

Unit #4
Liberty and Equality

Era 3 - Age of Revolutions (1750–1914)

Overview:

This unit will examine the rise of individual - born sovereign, endowed with civil, natural, and human rights - in order to live free from tyranny and despotism, as well as how societies sought to fashion government, whether through reform or revolution, into institutions that serves the people, values citizenship and champions democracy.

Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. 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.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- Are moral values objective or subjective?
- Are we driven more by emotion or reason?
- How are individual development and identity influenced by time and space?
- Under what circumstances is the exercise of political power and authority legitimate?
- What are the key ideals and practices supporting a democratic republic, and how do they compare and contrast to civic ideals in other nations?
- Can an individual make a difference? How can I make a positive difference?
- When should society control individuals?
- How do governments balance the rights of individuals with the common good?
- Can an individual make a difference?
- How do competing interests influence how power is distributed and exercised?

- Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
- When and how should society control individuals?

Enduring Understanding...

- How civic ideals and practices have developed over centuries, and are found in societies throughout the world. Important documents that articulate civic ideals in different nations have served as milestones in the development of the ideals in different nations and worldwide.
- The principles, processes, structures, and institutions of government, and examine how power and authority are or have been obtained in various systems of government.
- How institutions are formed, maintained, and changed, and understand how they influence individuals, groups, and other institutions.
- People develop systems to manage conflict and create order.
- Conflict resolution can involve aggression, compromise, cooperation, and change.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.
- Individuals have the power to make positive changes in society.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 4.1: The French Revolution

I. Key Vocabulary/Terms

- Absolutism, Coup d'état, Divine Right, Left / Right Wing, Separation of Powers, Counterrevolution, Despotism, Empire, Franchise, Hierarchy, Liberty, Monarchy, The Reign of Terror, Republic, Social Contract, Sovereignty, Upheaval

II. Key Concepts/Ideas:

- The Slogan of the French Revolution: Liberty, Equality, and Fraternity.
- The republican ideal where government power-legislative, executive, and judicial-is separated, as opposed to concentrated into the hands of a monarch.

III. Possible Misunderstandings:

- Often, revolutions involve bloodshed where many innocent people lose their lives.
- Despite the form of government, despotism through dictatorship is always possible.

Assessment Topic 4.2: The Haitian Revolution

I. Key Vocabulary/Terms

- abolition, colony, diplomacy, emancipation, indemnity, insurgency

II. Key Concepts/Ideas:

- The Haitian rebellion was the first and only successful rebellion which led to abolition.
- The events subsequent to the rebellion resulted in a revolution which led to independence and the formation of the Republic of Haiti, the 3rd of its kind.

III. Possible Misunderstandings:

- Despite the success of the rebellion and democratic character of the movement, the Republic of Haiti was ostracized by leaders of the world community.
- Prejudices, infighting, and competition between different factions within the country slowed national growth and development.

Assessment Topic 4.3: The Mexican War for Independence

I. Key Vocabulary/Terms

- hierarchy, independence, land redistribution, populism, racial equality

II. Key Concepts/Ideas:

- After the Spanish conquest of the Aztec Empire, the Spanish created the colony and kingdom of New Spain, which placed the indigenous populations at the bottom of the racial hierarchy.
- The defeat of Spain represented the beginning of the end of its empire in the New World

III. Possible Misunderstandings:

- Despite the development of a national identity, the road to independence was protracted, plagued by internal conflict.
- Though many people of various racial and ethnic backgrounds participate in struggle, not all groups who fought enjoyed freedom from the yolk of oppression.

Assessment Topic 4.4: Gran Colombia

I. Key Vocabulary/Terms

- creoles, mestizos, mulattoes, peninsulares, nationalism

II. Key Concepts/Ideas:

- The revolutions in South America were inspired by Enlightenment ideals and edified by subsequent revolutions in France, United States, and Haiti
- Leaders like Simon Bolivar sought to promote federation as a form of government and the free market as the foundation for an economic system

III. Possible Misunderstandings:

- While independence did alter the form of government, the racial and class hierarchies remained in place.
- Oftentimes, the leaders of the new country were simply substitutes of the old ruling class.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Know that the Haitian Rebellion is the only successful slave rebellion in human history, which subsequently led to the creation of an independent, republican government, as well as shifting the relations of power in the New World.
- While there are appropriate topics of study examine the role of African-Americans within this unit, the topic will be covered in more depth during the US History course of study.

Topics that address the Holocaust Commission Mandate...

- Explore religious tolerance during the French Revolution, with attention to the relationship between the government and the church to understand attitudes to practices
- Understand how prejudice and bias influenced and fueled imperialism.
- Examine the Armenian Genocide of 1915.
- The Irish Famine viewed as a genocide based on negligent policies of England.

Topics that address the LGBT and Special Needs Mandate...

- Learn about the experiences of Jean Diot and Bruno Lenoir, and how they were publicly burned for homosexuality, but that the Penal Code of 1791 made sexuality a private matter.

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 4.1: The French Revolution

- Investigate how the Enlightenment change political thought. How did the ideas of Voltaire, John Locke, Baron de Montesquieu, and Jean Jacques Rousseau threaten existing governments.
- Create a political spectrum chart showing the ideological positions of radicals, liberals, moderates, conservatives, and reactionaries during the French Revolution. Give an example of the actions of an individual or an event that is characteristic of each position.
- Compare and contrast Olympe de Gouges's "Declaration of the Rights of Women and the Female Citizen" to the French Revolution's "Declaration of the Rights of Man and the Citizen."

Assessment Topic 4.2: The Haitian Revolution

- Create a timeline of the life of the Haitian Revolution leader Toussaint Louverture, which includes the impact of his death prior to the successful conclusion of the rebellion.
- Assume the role of different groups in Haiti such as plantation owners, free blacks, and slaves. From that perspective, construct an account of the fears, demands, and actions of each group in the Haitian Revolution and how its destiny was intertwined with the French Revolution.

Assessment Topic 4.3: The Mexican War for Independence

- Create a graphic to illustrate racial and social divisions, including the position of the creoles, mestizos, mulattoes, Indians, and blacks, in most Latin American countries following the independence movements.
- Construct a broadside or political cartoon using the American and French revolutions as models for an independence movement in Latin America

Assessment Topic 4.4: Gran Colombia

- Recreate a tertulia, or social gathering, held by women leaders such as Maria Josefa Ortiz in Mexico, Manuela Sanz de Santamaria in Colombia, and Manuela Canizares of Quito in a period before the wars of independence.
- Role play a meeting of liberal leaders in New Grenada and propose a plan for the establishment of an independent government

Summative Activities, Tasks, or Projects:

- Compare and contrast different constitutions-The US Constitution, Declaration of the Right of Man, the Haiti's Constitution of 1805-to write an analysis of various forms of government
- Writing historical accounts of events and developments based on evidence from primary and secondary sources, and evaluating different interpretations of these events and developments from the perspective of different social classes in select countries.
- Preparing and presenting a paper analyzing persistent public issues, such as state power, or social problems, such as racial caste, involving government action

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 4.1.1: The French Revolution

Lesson Theme 1.1.1: The Ancien Regime

Lesson Theme 4.1.2: The Dusk of Absolutism; the Dawn of Republicanism

Lesson Theme 4.1.3: Maximilien Robespierre and The Terror

Lesson Theme 4.1.4: Napoleon Bonaparte and Counterrevolution

Assessment Topic 1.2: The Haitian Revolution

Lesson Theme 4.2.1: The Pearl of the Antilles

Lesson Theme 4.2.2: Toussaint Louverture

Lesson Theme 4.2.3: The Constitution of 1805

Assessment Topic 1.3: The Mexican War for Independence

Lesson Theme 4.3.1: The Viceroyalty of New Spain

Lesson Theme 4.3.2: El Grito de Delores and Father Miguel Hidalgo

Lesson Theme 4.3.2: President Benito Juarez

Assessment Topic 1.4: Gran Colombia

Lesson Theme 4.4.1: New Grenada

Lesson Theme 4.4.2: El Libertador

Lesson Theme 4.4.3: 1898: A Free Latin America

Unit Specific Interdisciplinary Connections / Materials

- *A Tale of Two Cities* by Charles Dickens
- *All Souls Rising* by Madison Smartt Bell
- *A Life Of Benito Juarez, Constitutional President Of Mexico* by Ulick Ralph Burke
- *El Libertador: Writings of Simón Bolívar* by Simón Bolívar

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience World History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2008.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- The Historian's Apprentice, Jonathan Burack, MindSparks- A Division of Social Studies School Services, 2010.
- Primary Source Activities: World History, Charlotte Jaffe, Walch Publishing, 2017

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Level Texted for Social Studies: World Cultures Through Time, Shell Publishing, 2007.
- World History Activities for English Language Learners: Renaissance to 21st Century, Richard DiGiacomo, Social Studies School Services, 2016.
- Bring History Alive! : A Sourcebook for Teaching World History, National Center for History in Schools

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

- Kishlansky, Mark. "Part I: The Origins of Civilization." *Sources of World History: Readings for World Civilization*. 2nd ed. Vol. 1. Belmont: Wadsworth, 1999. Print.
- Reilly, Kevin. "Origins and History." *Worlds of History: A Comparative Reader*. 1st ed. Vol. 1. Boston: Bedford/St. Martin's, 2000. Print.

Unit #5
Industrialization and Imperialism – the New Global Age

Era 3 - Age of Revolutions (1750–1914)

Overview:

This unit will examine the social, cultural, and economic transformation brought about by the invention of the steam engine, with the concomitant advent of capitalist property and the emergence of new economic classes, as well as the impact industrialization had on extending the reach of nations which found themselves at the forefront of this system, shaping world relations in new ways.

Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. 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.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How certain is scientific knowledge?
- How does language affect the way we see things?
- To what extent should we accept knowledge by authority?
- What criteria can we use to determine whether developments in science and technology are harmful or beneficial to a society?
- Who decides the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
- How do geography, climate, and natural resources affect the way people live and work?
- How do natural resources affect the course of history?
- How do economic systems affect your life and the lives of others?
- How are economic resources distributed?
- What impact does scarcity have on the production, distribution, and consumption of goods and services?

- How does trade affect local, national, international relationships?
- Are there limits to government activity in the economy?
- What is the difference between 'needs' and 'wants'?
- How does something acquire value? What is it worth?
- How much should it cost? Who decides?
- How does the free market system affect my life? ...our community? ...our society? ...the world

Enduring Understanding...

- Wants and needs stimulate advances in science and technology, and how to evaluate what the future might bring in these areas.
- A variety of systems have been developed to decide the answers to fundamental questions related to what is to be produced, how production is to be organized, and how goods and services are to be distributed.
- Decisions concerning the allocation and use of economic resources impact individuals and groups.
- Economic ideas and decisions made in the past have influenced the present.
- Both the physical characteristics and human inhabitants of regions change over time.
- Natural resources determine a nation's wealth.
- Innovations in technology have resulted in an interconnected world.
- Technological changes impact the environment.
- Geography, climate, and natural resources affect the way people live and work.
- Scientific and technological developments affect people's lives, the environment and transform societies.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 5.1: Industrialization

I. Key Vocabulary/Terms

- Mechanization, urbanization, assembly line, division of labor

II. Key Concepts/Ideas:

- The advent of the steam engine made it possible to exploit vast new resources of energy, like coal and oil.
- The development of the factory system concentrated labor in a single location, which led to the growth of cities, as well as an increasing specialization, which improved speed and efficiency in the production process.

III. Possible Misunderstandings:

- Industrialization remained a largely provincial for several decades, i.e. Great Britain and the United States. The majority of the world's workers remained in agriculture.
- Industrial innovation did lead to improved lives. Quite the opposite, workers found miserable working conditions, unsanitary living conditions, and impoverishment.

Assessment Topic 5.2: Capitalism

I. Key Vocabulary/Terms

- Capital, commodity, monopoly, laissez faire, entrepreneur, private property

II. Key Concepts/Ideas:

- In a capitalist economy, capital assets—such as factories, mines, and railroads—can be privately owned and controlled, labor is purchased for money wages, capital gains accrue to private owners, and prices allocate capital and labor between competing uses

- Five pillars of capitalism: private property, self-interest, competition, freedom to choose, limited role of government.

III. Possible Misunderstandings:

- Governments often intervene in the economy to discourage monopoly
- Freedom of choice is a relative concept which is at times exercised by a select, privileged few.

Assessment Topic 1.3: Labor

I. Key Vocabulary/Terms:

- Alienation, monotonous, superfluous, Marxism, strike, proletariat, unions

II. Key Concepts/Ideas:

- The industrial working class emerged concomitantly with the advance of capitalist industrialization
- The working class exchanges its labor for a wage or salary

III. Possible Misunderstandings:

- While the working class share common experiences, through history the working classes find more differences between themselves which have at times led to conflict within.

Assessment Topic 5.4: Empire Building

I. Key Vocabulary/Terms:

- Exploitation, hegemony, partition, home rule, suppress,

II. Key Concepts/Ideas:

- Empire-building in the late 19th C and early 20th C does resemble earlier imperial schemes, but are different in intensity with the level of integration in a modernizing, globalizing world
- The era of imperialism continues to deleteriously impact those nations which were victimized by imperial aggression. The plundering, exploitation, debilitation have had long lasting effects.

III. Possible Misunderstandings:

- The era of imperialism continues to impact those nations which were the victims, referred to as the “global south’ today as a consequence of a decades of occupation.
- The era of imperialism has not ended. Several nations possess colonies to this day.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Understand that industrialization emerged within the international slave trade system. When Atlantic slavery was abolished, the former slave-based nations has a distinct advantage in the new methods of economic intercourse.

Topics that address the Holocaust Commission Mandate...

- Understand how racial categorization, dehumanization, and religious bigotry helps to facilitate and foster imperial expansion and aggression

Topics that address the LGBT and Special Needs Mandate...

- With industrialization and urbanization, new cultural dynamics emerged where communities, enclaves, and subcultures form in rising metropolises.

STAGE 2 **Evidence of Learning**

Formative Activities, Tasks, or Projects:

Assessment Topic 5.1: Industrialization

- Using descriptions and pictures of “The Great Exhibition of the Works of Industry of All Nations” in London’s Crystal “Palace,” compare the development of industrialization on the continent with that on England.
- Stage a debate on the benefits of the industrial revolution. Write a summary position paper assessing the positive and/or negative aspects of industrialization.

Assessment Topic 5.2: Capitalism

- Explain the difference between mercantilist and free-market economies, and assess the influence of new economic theories on industrial policies and practices.
- Using selections from *The Wealth of Nations* by Adam Smith, identify the characteristics of capitalism and analyze Smith's view of its strengths.
- Examine reproduction of advertisements from the 19th Century magazines.

Assessment Topic 5.3: Labor

- Read excerpts from 19th Century literature such as Charles Dickens *Hard Times* or Emile Zola's *Germinal*, describing working and living conditions in an industrialized nation.
- Research conditions of children employed in factories, trades, and mines in England in the early 19th century. From primary documents, summarize the debates over child labor and factory legislation
- Develop a typology for the types of organizations and activities devised by working people in England, Western Europe, and the United States in response to conditions of industrial labor

Assessment Topic 5.4: Empire Building

- Assume the role of a representative to a world forum called to discuss the disparities between industrialized and developing countries. Examine statistical information regarding resources, production, capital investment, labor, and trade.
- Construct case studies of independence movements in two African or Asian countries, one through an evolutionary process and the other through revolution. Select from countries such as Ghana, Kenya, Algeria, Zaire, Angola, Mozambique, the Philippines, Indonesia, Burma, or Vietnam

Summative Activities, Tasks, or Projects:

- Interpreting media reports about economic conditions, past and present, and explaining in visual formats how these conditions can influence decisions by consumers, producers, and government policy makers.
- Create a short documentary on a current or past scientific or technological issue that highlights societal consequences and the varied positions of those impacted.
- Collaborate to produce a number of podcasts or videos on the contrasting effects of globalization in different parts of the world

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 5.2: Capital

Lesson Theme 5.2.1: The Advent of Private Property

Lesson Theme 5.2.2: The Wealth of Nations

Lesson Theme 5.2.3: The Captains of Industry

Lesson Theme 5.2.4: Monopoly Capitalism

Assessment Topic 5.3: Labor

Lesson Theme 5.3.1: The Advent of Wage Labor

Lesson Theme 5.3.2: The Factory and The City

Lesson Theme 5.3.3: Karl Marx and Socialism

Lesson Theme 5.3.4: Reform or Revolution

Assessment Topic 5.4: Empire Building

Lesson Theme 5.4.1: Cheap Labor, Natural Resources, and New Markets

Lesson Theme 5.4.2: The Berlin Conference

Lesson Theme 5.4.3: Colonialism: Congo, India, Cuba

Lesson Theme 5.4.4: The "Great Game"

Unit Specific Interdisciplinary Connections / Materials

- Parliamentary Testimony by Elizabeth Bentley: Evidence Given Before the Sadler Committee
- *Hard Times* by Charles Dickens
- *The Wealth of Nations* by Adam Smith

- The Communist Manifesto by Karl Marx and Fredrich Engels
- Things Fall Apart by Chinua Achebe

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience World History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2008.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- The Historian's Apprentice, Jonathan Burack, MindSparks- A Division of Social Studies School Services, 2010.
- Primary Source Activities: World History, Charlotte Jaffe, Walch Publishing, 2017

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

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- World History Activities for English Language Learners: Renaissance to 21st Century, Richard DiGiacomo, Social Studies School Services, 2016.
- Bring History Alive! : A Sourcebook for Teaching World History, National Center for History in Schools

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

- Kishlansky, Mark. "Critiquing Industrial Society." *Sources of World History: Readings for World Civilization*. 2nd ed. Vol. 1. Belmont: Wadsworth, 1999. 10-183. Print.
- Reilly, Kevin. "Capitalism and the Industrial Revolution." *Worlds of History: A Comparative Reader*. 1st ed. Vol. 1. Boston: Bedford/St. Martin's, 2000. 187-223. Print

Unit #6
Nationalism and World War I

Era 4 - A Half-Century of Crisis and Achievement (1900-1945)

Overview:

This unit will examine the driving forces which sent the industrial powers of the world to claim sovereign land and subjugate whole peoples to its will to satisfy its economic growth and development under the guise of national ideation, as well as how the race for colonies led to a destructive, mechanized war the loss of life for many millions of people.

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II.

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

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- Does history show that we have made moral progress?
- Does language hide to truth more than it reveals it?
- If you feel something deeply enough, does that make it true?
- To what extent are current decisions by individuals and governments in this interdependent world consistent with stewardship of the planet?
- What are the origins and influence of social, cultural, political, and economic systems, and how can they be compare across time and space?

- What does it mean to be civilized?
- Why do people fight?
- What is worth fighting for? Is there such a thing as a “just” war?
- In what ways do multiple perspectives better inform our understanding of history?
- What causes people to ‘revolt’?
- What story do maps and globes tell?
- How and why do maps and globes change?
- How does control of land and resources motivate peoples’ actions?
- How do economic needs and wants affect decisions of individuals, groups, and institutions (political and social)?

Enduring Understanding...

- Wants and needs stimulate advances in science and technology, and how to evaluate what the future might bring in these areas
- People develop systems to manage conflict and create order.
- Conflict resolution can involve aggression, compromise, cooperation, and change.
- Decisions concerning the allocation and use of economic resources impact individuals and groups
- Local, national, and international relationships are affected by economic transactions.
- Regional geographic differences can result in social, economic and political differences.
- Natural resources determine a nation’s wealth.
- Innovations in technology have resulted in an interconnected world.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 6.1: The Nation-State

I. Key Vocabulary/Terms

- Self-governance, self-determination, popular sovereignty, patriotism, ethnicity, colonialism

II. Key Concepts/Ideas:

- With the transition from monarchical forms of political power and shifting geographical boundaries, leads sought to forge an identity around shared characteristics
- The process of political consolidation of power of the nation state has been fraught with conflict

III. Possible Misunderstandings:

- Often times, sentiments about nation, nationhood, national pride, patriotism, love of nation become conflated.
- Nationalism does not always assume that (agreed-upon) boundaries exist. Nationalism can be an idea based on other characteristics, like shared language, religion, skin color, etc.

Assessment Topic 6.2: The Great War

I. Key Vocabulary/Terms

- Alliance, Treaty, Propaganda, Neutrality, Pact

II. Key Concepts/Ideas:

- The world’s most powerful industrialized nations wage war in what is the first clash between militaries in the era of mechanized warfare
- When crisis struck, and nations declared war upon each other, the nations which were aligned had to commit to the defend their allies.

III. Possible Misunderstandings:

- The assassination of the Archduke Franz Ferdinand was not the cause of war, but like many conflicts, the wanted / needed spark.
- Most wars involve civilians. The Great War was total war, which involved the slaughter of soldier and civilian alike.

Assessment Topic 6.3: Total War

I. Key Vocabulary/Terms:

- Civilians, quotas, censorship, propaganda,

II. Key Concepts/Ideas:

- Combatant nations that intensified the conflict committed the nation's domestic population to the war effort
- Governments set of planning boards that set production quotas, price and wage controls, and rationing of food and other supplies.

III. Possible Misunderstandings:

- The contributions of marginalized communities, like women in particular during times of war, is overshadowed by the narratives of governments and battlefields

Assessment Topic 6.4: The Treaty of Versailles

I. Key Vocabulary/Terms:

- The Paris Peace Conference, "Peace without Victory," Fourteen Points, League of Nations, reparations

II. Key Concepts/Ideas:

- The Big Four (Great Britain, France, Italy, the United States) were often at odds as to how to conclude peace between warring nations
- Under the Treaty, Germany was blamed for the war, were forced to pay reparations, surrender its colonies, and restrict its military size.

III. Possible Misunderstandings:

- Though some initiatives proved were prescient, like the establishment of the League of Nations, ultimately the agreed upon peace collapsed in less than a decade with the rise of nationalist and fascist forces.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the role of the interconnectedness of racism and nationalism, and how that played out on a global stage during the Great War

Topics that address the Holocaust Commission Mandate...

- View the rise of anti-Semitism during the Great War, which was reignited with the Dreyfuss Affair in France a decade before the start of the Great War.
- Examine the causes of the antisemitism in Germany.
- Examine the events and hardships of the Jewish population in Europe during WWII.
- Examine Hitler's "Final Solution" and the events of the Holocaust.
- Examine Stalin's regime and the genocide that occurred in Russia.

Topics that address the LBGT and Special Needs Mandate...

- Explore the service of gay soldiers and the discrimination and persecution faced during the war because it remains an enduring issue

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 6.1: The Nation-State

- Make two maps showing the location of major cities of the world, one dated about 1750, the other about 1900.
- Create a series of political slogans or cartoons for the liberal and socialist interests of a 19th nation-state.

Assessment Topic 6.2: The Great War

- Assume the role of a political leader in either France, Germany, Britain, Austria-Hungary, or Russia and defend the recommendation that your government should press an active foreign policy in other to “smother internal problems.”
- Construct a timeline of major events that occurred and decisions made in Europe between June 28, 1914 and August 4, 1914.

Assessment Topic 6.3: Total War

- Discuss the proposition that World War I was inevitable considering nationalism, militarism, and imperialism of the day.
- Research military units made up of colonial subjects who fought with the Allies during World War I
- Infer from a study of posters and cartoons in what ways and to what extent women’s social status and occupations changed during the war.

Assessment Topic 6.4: The Treaty of Versailles

- Contrast the treaties ending World War I with Woodrow Wilson’s Fourteen Points
- Investigate the effects of industrial conversion from war to peace in Britain, France, Italy, and Germany and the war affected the international economy

Summative Activities, Tasks, or Projects:

- Examine a collection of wartime propaganda posters from the period to determine the illustrator’s objective, and the techniques employed to persuade the viewer adopt message
- Compare and contrast the poetry produced by soldiers during the combat, such as Wilfred Owen, Siegfried Sassoon, and Rupert Brooke to understand the genesis, development, and purpose of the genre
- Assume the role of a diplomatic attaché, representing the world’s colonial nations in Africa, Asia, and Latin America, in attendance at the Paris Peace Conference to advocate for the rights of subject peoples, understand the decisions reached impact those you represent, and write a position paper summarizing your positions

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 6.1: The Nation-State

Lesson Theme 6.1.1: From Kingdom to Country

Lesson Theme 6.1.2: From Monarchy to Republic

Lesson Theme 6.1.3: From City-State to Nation-State

Lesson Theme 6.1.4: Inventors and Inventions

Assessment Topic 5.2: The Great War

Lesson Theme 6.2.1: Militarism, Alliances, Imperialism, Nationalism

Lesson Theme 6.2.2: Gavrilo Princip and Dulce et Decorum Est

Lesson Theme 6.2.3: Trench and Mechanized Warfare

Lesson Theme 6.2.4: The United States, the Russian Revolution,

Assessment Topic 5.3: Total and Global War

Lesson Theme 6.3.1: Civilians Participation

Lesson Theme 6.3.2: Government Control of Industry

Lesson Theme 6.3.3: Propaganda

Lesson Theme 6.3.4: Casualties and Atrocities

Assessment Topic 5.4: The Treaty of Versailles

Lesson Theme 6.4.1: The Big Four

Lesson Theme 6.4.2: The Fourteen Points and League of Nations

Lesson Theme 6.4.3: De-Colonialization

Lesson Theme 6.4.4: German Humiliation and the Weimar Republic

Unit Specific Interdisciplinary Connections / Materials

- Novel: All Quiet on the Western Front by Erich Remarque
- Novel: Farewell To Arms by Ernest Hemmingway
- Poem: Dulce et Decorum Est by Wilfred Owen
- Poem: The Soldier by Rupert Brooke
- Film: Lawrence of Arabia by David Lean
- Paintings by C.R.W. Nevinson & Paul Nash

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience World History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2008.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- The Historian's Apprentice, Jonathan Burack, MindSparks- A Division of Social Studies School Services, 2010.
- Primary Source Activities: World History, Charlotte Jaffe, Walch Publishing, 2017

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Level Texted for Social Studies: World Cultures Through Time, Shell Publishing, 2007.
- World History Activities for English Language Learners: Renaissance to 21st Century, Richard DiGiacomo, Social Studies School Services, 2016.
- Bring History Alive! : A Sourcebook for Teaching World History, National Center for History in Schools

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

- Kishlansky, Mark. "Controlling Latin America", "India Under British Rule", "Imperialism", "The First World War" *Sources of World History: Readings for World Civilization*. 2nd ed. Vol. 1. Belmont: Wadsworth, 1999. 187-272. Print.
- [Trenches on the Web](#) – An Internet History of the Great War
- [The World War One Document Archive](#) hosted by BYU
- [The World War I Poetry Website](#) hosted by Fordham University

The Choices Program:

"Weimar Germany and the Rise of Hitler"

"The Russian Revolution"

Unit #7
Totalitarianism and World War II

Era 4 - A Half-Century of Crisis and Achievement (1900-1945)

Overview:

This unit will assess the failure of liberal democracies to bring greater harmony in world relations through global governance, and address the rise of a new, vicious ideology-fascism, to understand how the world could again be plunged into a destructive war twice within two decades, while make sense, if it possible of the effort to commit genocidal extinction of a segment of humanity.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- What is worth fighting for? Is there such a thing as a "just" war?
- When should society control individuals?
- Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
- Are we ethically responsible for resolving global problems?
- Who should lead?
- What is power? What forms does it take? Who holds it? How is it gained, used, and justified?
- How are governments created, structured, maintained, and changed?
- How should government regulate business/economy?
- How should goods and services to be distributed?
- Can an individual make a difference in history?
- Why do people fight?
- Is conflict inevitable? desirable? avoidable?

Enduring Understanding...

- Knowledge of the past helps one understand the present and make decisions about the future.
- People respond to and resolve conflicts in a variety of ways.
- Culture is both a unifying and divisive force in human relations.

- Regulation of business works better in a democracy than a dictatorship.
- The earth is a global community where the actions of one country can affect lives in other countries.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 7.1: The Interwar Years

I. Key Vocabulary/Terms

- Communism, The Great Depression, inflation, Keynesian Ideas, fascism, Nazism, anti-Semitism,

II. Key Concepts/Ideas:

- Examine the changes wrought to the global balance of power with the foundation and ascendancy of the Soviet Union
- The Great Depression created a great deal of instability and uncertainty worldwide. When capitalism fell into crisis, national governments failed to effectively respond to meet the needs of citizens
- When liberal democracies proved to be ineffective, political parties once on the extremist fringes of the political spectrum began to promise disaffected citizens an option to the status quo.

III. Possible Misunderstandings:

- The terms fascism and Nazism often become muddled and intertwined, but with Nazism overshadowing the other term. It should be understood that Nazism is a particular brand of fascism, which was a far more widespread movement across the world, but Europe in particular.

Assessment Topic 7.2: The Path to War

I. Key Vocabulary/Terms

- Appeasement, Lebensraum, The Spanish Civil War, The Axis, The Third Reich, The German-Soviet Non-Aggression Pact, The Mukden Incident, The Nanjing Massacre,

II. Key Concepts/Ideas:

- The series of aggressive steps taken by the Third Reich under Adolf Hitler to annex and acquire more territory, like his acquisition of the Sudetenland, Polish Danzig, et al. increased tension making war inevitable.
- Japan harbored imperial ambitions, exhibited by the invasion of Manchuria and the Nanjing Massacre (and its bombing of Pearl Harbor), would eventually lead to war in the Pacific

III. Possible Misunderstandings:

- Appeasement, of course, proved to unsuccessful in the end against the German war machine. However, it does not and should not discount diplomatic efforts to prevent war.

Assessment Topic 7.3: The Holocaust

I. Key Vocabulary/Terms:

- Nuremberg Laws, Kristallnacht, ghettos, genocide

II. Key Concepts/Ideas:

- The systematic campaign to malign, disenfranchise, dispossess, corral, ghettoize, enslave, then exterminate the Jews of Europe is the greatest atrocity witnessed in all of human history.
- Slavic peoples, such as Poles and Roma, as well as political opponents, people with disabilities, LGBT, and many others whom the Nazi regime could stigmatize for political purposes, or thought threatening to the Reich met similar fate as Jews did.

III. Possible Misunderstandings:

- While the target of the genocidal campaign waged by the Nazi regime were Jews, the deadliness and lethality of the policy extend to other groups thought as “dangerous” or “undesirable.”

Assessment Topic 7.4: Conflict and Resolution

I. Key Vocabulary/Terms:

- Blitzkrieg, The Battle of Stalingrad, island-hopping, D-Day, Hiroshima and Nagasaki, Potsdam Conference.

II. Key Concepts/Ideas:

- Millions upon millions of soldiers, sailors, and civilians were casualties of the bloodiest war the world had even seen.
- Identify key and crucial moments in the conflict-the battles which changed the course of the war-as well as understand the sacrifices by the members of the military to achieve victory.
- The Allies, specifically the Big Three-The United States, Great Britain, and the Soviet Union, led to the establishment of a new global order which began with the agreements reached first in Tehran, Yalta, and Potsdam.

III. Possible Misunderstandings:

- While both wars include “world” ahead of them in labeling, the whole world did not participate, nor were all nations and people impacted directly.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Determine how race played a role in the enlistment of “minority” groups and colonial peoples in the military ranks of the nations at war.

Topics that address the Holocaust Commission Mandate...

- Understand how the cruelty and barbarism exhibited was possible as a consequence and culmination of developed and deepened hatred toward a marginalized and oppressed ethnic group.

Topics that address the LGBT and Special Needs Mandate...

- Understand the scapegoating and examine the resistance led by LGBT against genocidal barbarism of the Nazi regime during the era of the Holocaust

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 7.1: The Interwar Years

- Prepare a table showing ways in which the world depression affected the United States, Germany, and Japan. Show both the effects of the Depression and how each country responded to them.
- Using historical evidence such as excerpts from Mein Kampf and Nazi Party platforms, identify elements of Nazi ideology. Explain the use of terror as a technique for gaining and keeping power.

Assessment Topic 7.2: The Path to War

- Present arguments to support or reject Japan’s Greater East Asia Co-Prosperity Sphere within the context of different years for retrospective: 1937, 1942.
- Debate the following propositions as if you were English or French in 1938: “Resolved: the best way to ensure peace is to negotiate with the Axis to relieve their legitimate grievances.”

Assessment Topic 7.3: The Holocaust

- Develop an annotated timeline of the history of the Nazi’s “war on the Jews.” Construct a map depicting the location and scale of Jewish deaths resulting from the implementation of Nazi policy.
- Drawing upon films, such as *Schindler’s List*, and books such as Elie Wiesel’s *Night*, examine the personal stories of Holocaust victims, the resistance to and the brutality of Nazi genocide.

Assessment Topic 7.4: Conflict and Resolution

- Identify the battles you consider turning points in both the Atlantic and Pacific Theaters of the war, and explain your choices.

- Debate the moral implications of the use of military technologies in World War II on civilian populations, such as the fire-bombing of Dresden and the atomic bombing of Hiroshima and Nagasaki, to shorten the war.

Summative Activities, Tasks, or Projects:

- As a class or individually, create a visual “memorial” that draws from student response to lessons about the Holocaust. Alternatively, create a memorial that draws from student reflection on genocide, intolerance, responsibility, and remembering.
- Construct a well-reasoned debate on the value, purpose, and morality in the decision by the United States to use two atomic devices on the Japanese cities of Hiroshima and Nagasaki

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 7.1: The Interwar Years

Lesson Theme 7.1.1: The Great Depression

Lesson Theme 7.1.2: Nationalism, Militarism, Fascism

Lesson Theme 7.1.3: The Rome-Berlin Axis

Lesson Theme 7.1.4: The Empire of the Rising Sun

Assessment Topic 7.2: The Path to War

Lesson Theme 7.2.1: Lebensraum and Untermensch

Lesson Theme 7.2.2: The Spanish Civil War

Lesson Theme 7.2.3: Neville Chamberlain and Appeasement

Lesson Theme 7.2.4: The Rape of Nanjing

Assessment Topic 7.3: The Holocaust

Lesson Theme 7.3.1: Kristallnacht

Lesson Theme 7.3.2: The Nuremberg Laws

Lesson Theme 7.3.3: The Warsaw Ghetto Uprising

Lesson Theme 7.3.4: The Final Solution

Assessment Topic 7.4: Conflict and Resolution

Lesson Theme 7.4.1: The Invasion of Poland

Lesson Theme 7.4.2: The Atlantic Theater and Pacific Theater

Lesson Theme 7.4.3: Decisive Battles

Lesson Theme 7.4.4: The New World Order

Unit Specific Interdisciplinary Connections / Materials

- Novel: Catch-22 by Joseph Heller
- Novel: The Diary of Anne Frank
- Novel: Slaughterhouse Five by Kurt Vonnegut
- Poem: “what if a much of a which of a wind” by E.E. Cummings
- Poem: “Involuntary Spies” by Marion Strobel
- Film: Saving Private Ryan by Steven Spielberg
- Painting: Guernica by Pablo Picasso

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience World History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2008.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.

- The Historian's Apprentice, Jonathan Burack, MindSparks- A Division of Social Studies School Services, 2010.
- Primary Source Activities: World History, Charlotte Jaffe, Walch Publishing, 2017

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Level Texted for Social Studies: World Cultures Through Time, Shell Publishing, 2007.
- World History Activities for English Language Learners: Renaissance to 21st Century, Richard DiGiacomo, Social Studies School Services, 2016.
- Bring History Alive! : A Sourcebook for Teaching World History, National Center for History in Schools

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

[Winston Churchill Speech before Commons\(June 4, 1940\)](#)

Dwight D. Eisenhower, Crusade in Europe (1948, repr. 1951)

William L. Shirer (1960). The Rise and Fall of the Third Reich (3rd ed.). New York: Simon & Schuster. p. 1146.

[Dog Tags Yapping: The World War II Letters of a Combat GI](#) By M. D. Elevitch Southern Illinois University Press, 2003

Morning Glory, Evening Shadow: Yamato Ichihashi and His Internment Writings, 1942-1945 By Yamato Ichihashi, Gordon H. Chang

Unit #8
The World Post World War II

Era 5 - The 20th Century Since 1945 (1945-Today)

Overview:

Students will examine how the aftermath of World War II dramatically reshaped international and national power structures. Students will also examine how the fear of conflict drove decision making.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How is power gained, used, and justified?
- What role have power structures played in maintaining different forms of oppression?
- What causes change over time?
- How do natural resources affect the course of history?

Enduring Understanding...

- Governments should change based on the needs of their people, their society, and their culture.
- The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
- Movement and migration of people and ideas affects the past, present, and future.
- People are affected by environmental, economic, social, cultural, and civic concerns.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences

- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 8.1: Cold War

I. Key Vocabulary/Terms

- NATO, Iron Curtain, Communism, Democracy, Warsaw Pact, Satellite War, Third World, Militarism, nuclear weapons

II. Key Concepts/Ideas:

- The power struggle between the US and Russia would be the underlying factor in almost every major international decision from 1945-1991
- The power struggle between the US and Russia dramatically impacted the lives of people everywhere

III. Possible Misunderstandings:

- There was direct conflict between the US and Russia

Assessment Topic 8.2: The United Nations

I. Key Vocabulary/Terms

- United Nations, Universal Declaration of Human Rights, Eleanor Roosevelt, General Secretary, Security Council

II. Key Concepts/Ideas:

- The UN was established to mitigate international crises and establish international norms
- The UN's effectiveness has varied depending on the issue it is taking on

III. Possible Misunderstandings:

- The UN is a super-government that makes laws for every country

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the ways in which the Cold War and the United Nations have impacted the lives of black people in the United States but also in other parts of the world.

Topics that address the Holocaust Commission Mandate...

- Examine the ways in which the United Nations has dealt with genocide since its establishment.

Topics that address the LGBT and Special Needs Mandate...

- Examine the ways in which the Universal Declaration of Human Rights advocates for and advances the rights of LGBT and Special Needs folks.

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 8.1: Cold War

- Cold War Vocabulary research
- Cold War "hot spots" map
- Cold War in the Third World research project
- Nuclear Bomb research project

Assessment Topic 8.2: United Nations

- Universal Declaration of Human Rights project
- Major UN activities research

Summative Activities, Tasks, or Projects:

- Cold War and UN Research Project

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 8.1: Cold War

Lesson Theme 8.1.1: Communism vs. Democracy

Lesson Theme 8.1.2: Satellite Wars

Lesson Theme 8.1.3: Development of the Third World

Lesson Theme 8.1.4: Cold War and science

Assessment Topic 3.2: United Nations

Lesson Theme 8.2.1: Formation of the United Nations

Lesson Theme 8.2.2: Universal Declaration of Human Rights

Lesson Theme 8.2.3: Responses to Humanitarian Crises

Lesson Theme 8.2.4: The UN today

Unit Specific Interdisciplinary Connections / Materials

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience World History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2008.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- The Historian's Apprentice, Jonathan Burack, MindSparks- A Division of Social Studies School Services, 2010.
- Primary Source Activities: World History, Charlotte Jaffe, Walch Publishing, 2017

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Level Texted for Social Studies: World Cultures Through Time, Shell Publishing, 2007.
- World History Activities for English Language Learners: Renaissance to 21st Century, Richard DiGiacomo, Social Studies School Services, 2016.
- Bring History Alive! : A Sourcebook for Teaching World History, National Center for History in Schools

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

- Kishlansky, Mark. "Part I: The Origins of Civilization." *Sources of World History: Readings for World Civilization*. 2nd ed. Vol. 1. Belmont: Wadsworth, 1999. Print.
- Reilly, Kevin. "Origins and History." *Worlds of History: A Comparative Reader*. 1st ed. Vol. 1. Boston: Bedford/St. Martin's, 2000. Print
- JFK Berlin Wall Speech excerpts
- Reagan "Evil Empire" Speech excerpt
- Universal Declaration of Human Rights
- Satellite Conflict Maps

- United Nations Mission Statement and Vision
- Bring History Alive!

Unit #9
Contemporary Issues

Era 6 - Contemporary Issues

Overview:

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

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

Enduring Understanding...

The rise of multi-national organizations and increase globalizations

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic #1

Key Concepts/Ideas:

Possible Misunderstandings:

Key Vocabulary/Terms:

Assessment Topic #2

Key Concepts/Ideas:

Possible Misunderstandings:

Key Vocabulary/Terms:

Assessment Topic #3

Key Concepts/Ideas:

Possible Misunderstandings:

Key Vocabulary/Terms:

Assessment Topic #4

Key Concepts/Ideas:

Possible Misunderstandings:

Key Vocabulary/Terms:

STAGE 2
Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic #1

Assessment Topic #2

Assessment Topic #3

Assessment Topic #4

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

STAGE 3
Learning Plan

Assessment Topics and Lesson Themes:

Introduction of the Unit:

Assessment Topic #1:

Assessment Topic #2:

Assessment Topic #3:

Assessment Topic #4:

Culminating Activity:

Unit Specific Accommodations and Modifications

Gifted and Talent Accommodations and Modifications:

Special Education, and At-Risk Accommodations and Modifications:

English Language Learners:

Unit Specific Interdisciplinary Connections / Materials

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Topics that address the Holocaust Commission Mandate...

Topics that address the LGBT and Special Needs Mandate...

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

Active Citizenship

Overview:

As active citizens in the 21st century, students need to acquire skills to be productive and informed citizens. Living in a global society, students need to learn to work collaboratively, value diverse culture, critically analyze information and promote acceptance of diverse cultures and points of view. The theme of active citizenship and the incorporation of current events will be consistently applied throughout the course of study. Applying and relating the core issues of the historical topics of study to current issues will reinforce the importance of studying history and understanding the world we live in today.

STAGE 1 Desired Results

Essential Questions...

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and government's function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How can someone become an active citizen?
- How do new ideas change the way people live?
- What motivates people to act?
- What responsibilities do citizens have?
- Why is it important for citizens to help their community?
- How and why is global interdependence more evident at some times in history than others, and in some places rather than others?
- How are individual rights protected and social justice promoted within the context of majority rule?
- How are the rights and responsibilities of citizens in a constitutional democracy similar to and different from those in other forms of government?
- How can individuals become informed about serious global issues?
- How can individuals, groups, and organizations more effectively address critical issues such as peace, conflict, disease, human rights, trade, and global ecology)?
- How do citizens balance personal interests, needs, and talents with civic responsibility and working for the common good?
- How do location, resources, and cross-cultural diffusion cause tension, lead to positive global connections?
- How do transnational corporations, governments, international institutions and non-governmental bodies influence global systems?
- How do we research civic issues, and apply findings to address policy questions and formulate civic action?
- To what extent are current decisions by individuals and governments in this interdependent world consistent with stewardship of the planet?
- Under what circumstances is the exercise of political power and authority legitimate?
- What are the proper scope and limits of power and authority? What are the norms, principles, purposes, and functions of governments?
- What conflicts exist among fundamental principles and values of constitutional democracy?
- What documents support civic ideals and practices in nations of the world and among international organizations?
- What is the role of the citizen in the community and nation, and as a member of the world community?
- What questions are important to ask about civic ideals and practices? What are key ideals and practices supporting a democratic republic, and how do they compare and contrast to civic ideals in other nations?
- What role do individuals, groups, and institutions play in strengthening democratic ideals and practices?
- What types of global connections exist in the community, state, region and nation, and what are their consequences?

Enduring Understanding...

Power, Authority, And Governance

- The need for respect for the rule of law, as well as a recognition of times when civil disobedience has been justified
- Fundamental values of constitutional democracy the common good, liberty, justice, equality, and individual dignity)

- Mechanisms, by which governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.

Global Connections

- Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;
- The solutions to global issues may involve individual decisions and actions, but also require national and international approaches (agreements, negotiations, policies, or laws);
- The causes and consequences of various types of global connections;
- Technological advances can both improve and detract from the quality of life;
- Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.

Civics Ideals and Principles

- Concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law
- Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action)
- That seeking multiple perspectives is required in order effectively to grasp the complexity of issues involving civic ideals and practices
- The importance of becoming informed as the basis for thoughtful and positive contributions through civic action.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Key Concepts/Ideas:

Power, Authority, And Governance

- Ask and find answers to questions about power, authority, and governance in the region, nation, and world;
- Examine persistent issues involving the rights, responsibilities, roles, and status of individuals and groups in relation to the general welfare;
- Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity;
- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations;
- Evaluate the role of technology in communications, transportation, information processing, weapons development, and other areas as it contributes to conflict and cooperation among groups and nations;
- Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad;
- Apply modes of inquiry used in political science to research issues concerning power, authority, and governance.

Global Connections

- Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past;
- Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level.
- Explain how language, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;

- Describe and explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- Analyze and evaluate the effects of changing technologies on the global community;
- Analyze the causes and consequences of persistent, contemporary, and emerging global issues, and evaluate possible solutions;
- Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territorial rights, economic development, the use of natural resources, and human rights;
- Describe and evaluate the role of international and multinational organizations in the global arena;
- Illustrate how individual behaviors and decisions connect with global systems;
- Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights;
- Identify the roles of international and multinational organizations.

Civics Ideals and Principles

- Ask and find answers to questions about how to become informed and take civic action;
- Compare and contrast the roles of citizen in various forms of government past and present;
- Identify examples of civic ideals and practices throughout history and in a variety of cultural settings;
- Research primary and secondary sources to make decisions and propose solutions to selected civic issues in the past and present;
- Identify assumptions, misconceptions, and biases in sources, evidence, and arguments used in presenting issues and positions;
- Identify, seek, describe, and evaluate multiple points of view about selected issues, noting the strengths, weaknesses, and consequences associated with holding each position
- Develop a position on a public policy issue and defend it with evidence;
- Evaluate the effectiveness and importance of public opinion in influencing and
- shaping public policy development and decision-making;
- Evaluate the degree to which public policies and citizen behaviors reflect or foster their stated civic ideals;
- Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Topics will be selected and related to the mandates on and individual basis.

Topics that address the Holocaust Commission Mandate...

Topics will be selected and related to the mandates on and individual basis.

Topics that address the LGBT and Special Needs Mandate...

Topics will be selected and related to the mandates on and individual basis.

STAGE 2

Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic #1

Power, Authority, And Governance

- Comparing and contrasting different constitutions to write an analysis of various forms of governance;
- Preparing and presenting a paper analyzing persistent public issues or social problems involving government action;
- Preparing and implementing an action plan addressing a local public issue or problem;
- Preparing a public policy paper and developing a media presentation to present and defend it before an appropriate forum in the school or community.

Global Connections

- Writing reports, letters, or editorials on critical global issues;
- Using and other spatial technology to explore and document on a map, areas of the earth at environmental risk;
- Formulating policy statements on national trade policies in an interdependent world economy;

- Analyzing or formulating policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- Writing an action plan for addressing a global issue individually and together with other members of the community;
- Collaborating to produce a number of podcast or videos on the contrasting effects of globalization in different parts of the world.

Civics Ideals and Principles

- Writing an informed personal position on a civic issue based on reasoned arguments developed by consulting multiple sources;
- Developing and sharing policy positions in such forms as position statements, editorials, political cartoons, blogs, and media presentations.
- Using a variety of media (documentary film, PowerPoint presentations, or gallery of project posters) to report on debates, petitions, and findings from surveys.
- Writing a plan of action in collaboration with others to strengthen the "common good" after weighing possible options regarding a specific issue of public concern.
- Holding a forum for another class or the public to share what has been learned by studying the pros and cons of various perspectives on an issue.

Summative Activities, Tasks, or Projects:

- Mock Election
- Classroom/Online debate on global issues.
- Writing a letter to the local community about school budget concerns.
- Writing: Choose the side of the debate that you support.
- Create a timeline and sequence events and people that were discussed this year showing how they displayed citizenship.
- Participate in a mock election- choose a political party, develop opinions, arguments, a purpose, debate and vote on a candidate.
- Debate a controversial public issue with your peers.
- Write a letter to the local newspaper about the importance of passing the school budget.
- Deliberate a controversial issue with international students using epals.com

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

- Create a timeline map of events, topics, important figures being studied in unit.
- Use bin books and other materials to provide background knowledge.
- Design a universal bill of human rights.
- Use compare/contrast graphic organizers to gather information.
- Guide students through note-taking and outlining process to support research.
- Use media center to strengthen independent multimedia literacy skills.

Unit Specific Accommodations and Modifications

- General modifications will be applied to the material as needed.

Unit Specific Interdisciplinary Connections / Materials

Interdisciplinary materials will be vary depending on the topic(s) selected by the teacher

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

High School World History - Instructional Standards

New Jersey Student Learning Standards- Social Studies

Unit #1: Age of Change – Renaissance, Reformation, Scientific Revolution

SOC.6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
SOC.6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.
SOC.6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
SOC.6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
SOC.6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
SOC.6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
SOC.6.2.12.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
SOC.6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Unit #2: Global Encounters

SOC.b6.2.12.EconGE.1.b	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
SOC.6.2.12.HistoryCC.1.a	Determine the extent to which various technologies (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
SOC.b6.2.12.EconGE.1.a	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.
SOC.6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.6.2.12.HistoryCC.1.d	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
SOC.6.2.12.HistoryCC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
SOC.6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
SOC.6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration,

colonization, and settlement patterns.

SOC.6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
SOC.6.2.12.HistoryCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
SOC.6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
SOC.6.2.12.EconGE.1.a	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
SOC.6.2.12.EconGE.1.c	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.

Unit #3: Absolute Rulers and Enlightenment

SOC.6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
SOC.6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.
SOC.6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
SOC.6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
SOC.6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
SOC.6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
SOC.6.2.12.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
SOC.6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Unit #4: Liberty and Equality

SOC.6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
SOC.6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
SOC.6.2.12.EconGE.3.b	Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and

natural resources in different regions of the world.

SOC.6.2.12.EconGE.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
SOC.6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
SOC.6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
SOC.6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
SOC.6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
SOC.6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.HistoryCC.3.a	Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
SOC.6.2.12.EconGE.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
SOC.6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.

Unit #5: - Industrialization and Imperialism – the New Global Age

SOC.6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
SOC.6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
SOC.6.2.12.EconGE.3.b	Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
SOC.6.2.12.EconGE.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
SOC.6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
SOC.6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
SOC.6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why

	each system emerged and its success in leading to economic growth and stability.
SOC.6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
SOC.6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.HistoryCC.3.a	Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
SOC.6.2.12.EconGE.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
SOC.6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.

Unit #6: Nationalism and World War I

SOC.6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
SOC.6.2.12.GeoSV.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
SOC.6.2.12.HistoryCC.4.h	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.GeoSV.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.EconEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
SOC.6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
SOC.6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
SOC.6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and

the Central/Axis Powers in both World Wars.

SOC.6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
SOC.6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
SOC.6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
SOC.6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
SOC.6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

Unit #7: - Totalitarianism and World War II

SOC.6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
SOC.6.2.12.GeoSV.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
SOC.6.2.12.HistoryCC.4.h	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.12.CivicsPI.4.b	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.GeoSV.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.EconEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
SOC.6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for

	people, and explain the reasons for their growth or decline around the world.
SOC.6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
SOC.6.2.12.HistoryCC.4.e	Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
SOC.6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
SOC.6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
SOC.6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
SOC.6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

Unit #8: The World Post World War II

SOC.6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.
SOC.6.2.12.HistoryCC.5.a	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
SOC.6.2.12.EconET.5.b	Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.GeoSV.5.a	Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
SOC.6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
SOC.6.2.12.HistoryCC.5.d	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
SOC.6.2.12.HistoryCC.5.f	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
SOC.6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

SOC.6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
SOC.6.2.12.HistoryCC.5.c	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
SOC.6.2.12.HistoryCC.5.e	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
SOC.6.2.12.EconGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
SOC.6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
SOC.6.2.12.HistoryCC.5.h	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
SOC.6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
SOC.6.2.12.HistoryCC.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.
SOC.6.2.12.HistoryCC.5.g	Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.

Unit # 9: Contemporary Issues

SOC.6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
SOC.6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.HistoryCC.6.a	Evaluate the impact of terrorist movements on governments, individuals and societies.
SOC.6.2.12.CivicsPI.6.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
SOC.6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
SOC.6.2.12.EconGE.6.c	Relate the rise of the Internet and social media to global economy.
SOC.6.2.12.EconGE.6.b	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
SOC.6.2.12.GeoPP.6.a	Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

Unit # 10: Active Citizenship

Dimension 1: Developing Questions & Planning Inquiries

SOC.9-12.D1.1.9-12	Explain how a question reflects an enduring issue in the field.
SOC.9-12.D1.5.9-12	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SOC.9-12.D1.2.9-12	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
SOC.9-12.D1.4.9-12	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
SOC.9-12.D1.3.9-12	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

Dimension 2: Applying Disciplinary Concepts & Tools

Civics

SOC.9-12.D2.Civ.4.9-12	Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
SOC.9-12.D2.Civ.9.9-12	Use appropriate deliberative processes in multiple settings.
SOC.9-12.D2.Civ.5.9-12	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
SOC.9-12.D2.Civ.1.9-12	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
SOC.9-12.D2.Civ.14.9-12	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
SOC.9-12.D2.Civ.7.9-12	Apply civic virtues and democratic principles when working with others.
SOC.9-12.D2.Civ.8.9-12	Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
SOC.9-12.D2.Civ.10.9-12	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
SOC.9-12.D2.Civ.11.9-12	Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
SOC.9-12.D2.Civ.13.9-12	Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
SOC.9-12.D2.Civ.2.9-12	Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

SOC.9-12.D2.Civ.6.9-12	Critique relationships among governments, civil societies, and economic markets.
SOC.9-12.D2.Civ.3.9-12	Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
SOC.9-12.D2.Civ.12.9-12	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

Economics

SOC.9-12.D2.Eco.4.9-12	Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
SOC.9-12.D2.Eco.2.9-12	Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
SOC.9-12.D2.Eco.12.9-12	Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
SOC.9-12.D2.Eco.1.9-12	Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
SOC.9-12.D2.Eco.7.9-12	Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
SOC.9-12.D2.Eco.6.9-12	Generate possible explanations for a government role in markets when market inefficiencies exist.
SOC.9-12.D2.Eco.13.9-12	Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
SOC.9-12.D2.Eco.9.9-12	Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
SOC.9-12.D2.Eco.3.9-12	Analyze the ways in which incentives influence what is produced and distributed in a market system.
SOC.9-12.D2.Eco.8.9-12	Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
SOC.9-12.D2.Eco.14.9-12	Analyze the role of comparative advantage in international trade of goods and services.
SOC.9-12.D2.Eco.10.9-12	Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
SOC.9-12.D2.Eco.15.9-12	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
SOC.9-12.D2.Eco.11.9-12	Use economic indicators to analyze the current and future state of the economy.
SOC.9-12.D2.Eco.5.9-12	Describe the consequences of competition in specific markets.

Geography

SOC.9-12.D2.Geo.10.9-12	Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
SOC.9-12.D2.Geo.8.9-12	Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
SOC.9-12.D2.Geo.9.9-12	Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
SOC.9-12.D2.Geo.11.9-12	Evaluate how economic globalization and the expanding use of scarce resources

contribute to conflict and cooperation within and among countries.

SOC.9-12.D2.Geo.3.9-12	Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
SOC.9-12.D2.Geo.4.9-12	Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
SOC.9-12.D2.Geo.12.9-12	Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
SOC.9-12.D2.Geo.1.9-12	Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
SOC.9-12.D2.Geo.2.9-12	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
SOC.9-12.D2.Geo.7.9-12	Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SOC.9-12.D2.Geo.6.9-12	Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
SOC.9-12.D2.Geo.5.9-12	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

History

SOC.9-12.D2.His.7.9-12	Explain how the perspectives of people in the present shape interpretations of the past.
SOC.9-12.D2.His.3.9-12	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
SOC.9-12.D2.His.12.9-12	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
SOC.9-12.D2.His.5.9-12	Analyze how historical contexts shaped and continue to shape people's perspectives.
SOC.9-12.D2.His.1.9-12	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
SOC.9-12.D2.His.16.9-12	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
SOC.9-12.D2.His.6.9-12	Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
SOC.9-12.D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.
SOC.9-12.D2.His.4.9-12	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
SOC.9-12.D2.His.13.9-12	Critique the appropriateness of the historical sources used in a secondary interpretation.
SOC.9-12.D2.His.10.9-12	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
SOC.9-12.D2.His.8.9-12	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
SOC.9-12.D2.His.11.9-12	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
SOC.9-12.D2.His.15.9-12	Distinguish between long-term causes and triggering events in developing a historical argument.

SOC.9-12.D2.His.2.9-12	Analyze change and continuity in historical eras.
SOC.9-12.D2.His.9.9-12	Analyze the relationship between historical sources and the secondary interpretations made from them.
SOC.9-12.D2.His.17.9-12	Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Dimension 3: Evaluating Sources & Using Evidence

SOC.9-12.D3.3.9-12	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
SOC.9-12.D3.2.9-12	Evaluate the credibility of a source by examining how experts value the source.
SOC.9-12.D3.4.9-12	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
SOC.9-12.D3.1.9-12	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Dimension 4: Communicating Conclusions & Taking Informed Action

SOC.9-12.D4.3.9-12	Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
SOC.9-12.D4.6.9-12	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
SOC.9-12.D4.5.9-12	Critique the use of the reasoning, sequencing, and supporting details of explanations.
SOC.9-12.D4.2.9-12	Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
SOC.9-12.D4.8.9-12	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
SOC.9-12.D4.7.9-12	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
SOC.9-12.D4.4.9-12	Critique the use of claims and evidence in arguments for credibility.
SOC.9-12.D4.1.9-12	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

New Jersey Student Learning Standards: Reading

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
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LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.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.

New Jersey Student Learning Standards: Writing

LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.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.
LA.WHST.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.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons

	and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.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.

New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills

Career Readiness, Life Literacies, and Key Skills Practices

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

9.2 Career Awareness

WRK.9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
WRK.9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
WRK.9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
WRK.9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.15	Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
WRK.9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
WRK.9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as

structured learning experiences, apprenticeships, and dual enrollment programs.

WRK.9.2.12.CAP.20

Analyze a Federal and State Income Tax Return.

9.4 Career Readiness, Life Literacies, and Key Skills

TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and

	transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

New Jersey Student Learning Standards- Computer Science & Design Thinking

CS.9-12.8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.NT.2	Redesign an existing product to improve form or function.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources

that are used for the design, creation, and maintenance of a chosen product.