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Belleville Public Schools

Curriculum Guide

THE 20TH CENTURY WORLD HISTORY ACADEMIC 9TH GRADE

Belleville Board of Education

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Unit Overview

Unit 4 explores how political ideologies affected the behavior of nations during the 20th century; what factors can lead to global/world conflicts (war) ; how new technology can affect warfare; how depressions/recessions impact people's confidence in their government; over arching effects of nationalism. The theme of this unit is the evolution from causes to effects

Enduring Understanding

1. Reformers moved to protect workers from the ills of unfettered capitalism.

2. Struggles for wealth, power, and resources lead to tensions amongst world powers that still continues into the present.

3. Colonies moved for self-rule, self-government, and home-rule from Imperial Powers.

4. The spread of and resistance to democracy.

5. Science, technology, and globalization are factors that are changing and leading the world into the 21st century

Essential Questions

1. To what extent have ideologies affected the behavior of nations?

2. What factors can lead to global/world conflicts?

3. How new technology can affect warfare?

4. How depressions/recessions impact people's confidence in their government?

5. How nationalism influences the historical path of the world's nations?

6. How nations try to defend themselves in the Nuclear Age?

7. How globalization has made the world "smaller"?

Exit Skills

By the end of Unit 4,

1. Students should be able to apply domain-specific vocabulary in their verbal and written responses, essays and papers.

2. Students should be able to choose a side to a query and provide logical argument for their choice.

3. Students should be able to deductively use new information and logically apply this evidence to a related problem.

4. Students should be able to inductively gather information and deduce a theory based on their findings.

5. Students should be able to gather information in meaningful clusters and apply their findings to specific problems.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s.
SOC.6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
SOC.6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.C.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
SOC.6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
SOC.6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".

Interdisciplinary Connections

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.
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.9-10.6	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.9-10.9	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.

Learning Objectives

Students will be able to:

1: explain the causes of World War I and how the results effected the state of many European countries.

2: analyze and articulate the impact of technology on all facets of our daily lives (i.e, conflicts, transportation, trade, etc..).

3: compare and contrast life under communism and life in a democracy.

4: explain the role of dicators and autominious leaders during this time period such as Hitler and Mussolini.

5: explain the causes of World War II.

6. Analyze the roles of Africans and African Americans in World War I and World War II

7: assess the impact of the economy on the stability of our world.

8: determine the influence of propaganda in political policy agendas.

9: identify the emrgence of new nations and global indeoendence as a result of Cold War conflicts.

10: investigate the importance of self-determination in the creation of our modern world.

11.devise a way in which nations value human rights over political goals.

12. assess how the readiness of information shapes peoples opinions of major historical events, leaders, movements, etc..

13. dentify how tension amongst old and new, native and foreign, affects societies throughout the world.

14.explain why turmoil in the Middle East continues and shapes many on the conflicts throughout the world.

15. determine how the rapid modernization of many once nominal nations has changed the status quo in the international arena.

Suggested Activities & Best Practices

- Establish historical context by checking for understanding about events leading up to this time period

including the Great Depression.
- Build foundation through vocabulary and key people identification including World War I and II.
- Use of maps and interactive time likes to understand the context surrounding the time period / event
- Use of primary sources from multiple perspectives including view point, culture and class
- Use of Ebook to interactively use the text book through videos, pictures, audio etc
- Write a journal entry from a key persons point of view a soldier during World War I or Russian under Stalin.
- Research and collect historical evidence for an essay on how the Treaty of Versailles helped cause World War II.

Assessment Evidence - Checking for Understanding (CFU)

Use of Exit Tickets to conclude the lesson on how the World War I contributed to the start of World War II.- formative assessment

Unit test-summative assessment

-alternate assessments (see below)

Student Presentations on a specific points of the Treaty of Versailles and use of Evaluation Rubrics

Compare and contrast the life of Russians before and after Stalin's reign. Explain in an essay.

-benchmark assessments (see below)

- Use of Ebook to interactively use the text book through videos, pictures, audio etc
- Write a journal entry from a key persons point of view a soldier during World War I or Russian under Stalin.
- Research and collect historical evidence for an essay on how the Treaty of Versailles helped cause World War II.

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

HMH World History Textbook

HMH World History Ebook

Ancillary Resources

NEWSELA

COMMONLIT

History.com- HMH login additional resources

HMH Player App

Reading Like A Historian

Biographical Dictionary (HMH)

Close Read Screencasts

Connect One

Interactive Timelines

Technology Infusion

- Create a PPT describing how the thoughts and actions of dictators like Hitler and Stalin affected World War II.
- Make an interactive website about how the Treaty of Versailles affected the world we live in today.
- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools
- Online Databases from BHS Media Center
- Use of Flipgrid when utilizing student presentations

Alignment to 21st Century Skills & Technology

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy

- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics

- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts

Varied supplemental materials

Special Education Learning (IEP's & 504's)

Extended time for Journals from the perspective of various members of the European society during the both World Wars.

Check students progress as they take notes on events within the World Wars.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding

- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

allowing students to work with other English speaking students on specific assignments

true/false assessments about the leaders of the Triple Alliance.

use of translation technologies

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

provide a unit syllabus to help students stay focused

use real life examples when teaching about the changes throughout European society when the Great Depression happened.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

debate if about how the Great Depression affected today's society.

investigate the ways the World Wars changed society today.

- Above grade level placement option for qualified students

- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Sample lesson available in the first unit