

# Unit 03: Age of Revolutions (1750-1914) (Weeks 20-29)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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| LA.RH.9-10        | Reading History and Social Studies<br>Key Ideas and Details   |
| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.                                  |
| 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.K-12.NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| 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.K-12.NJSLSA.R3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| 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.<br>Craft and Structure  |
| LA.K-12.NJSLSA.R4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| 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.K-12.NJSLSA.R5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| LA.K-12.NJSLSA.R6 | Assess how point of view or purpose shapes the content and style of a text.   |
| 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.<br>Integration of Knowledge and Ideas                              |
| LA.RH.9-10.7      | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative   |

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|                    | analysis in print or digital text, to analyze information presented via different mediums.   |
| LA.K-12.NJSLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| LA.RH.9-10.8       | Assess the extent to which the reasoning and evidence in a text support the author's claims.   |
| LA.K-12.NJSLSA.R8  | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.   |
| LA.K-12.NJSLSA.R9  | Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| 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.                 |
|                    | Range of Reading and Level of Text Complexity  |
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  |
| 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.   |
| LA.RST.9-10        | Reading Science and Technical Subjects   |
| LA.RST.9-10.1      | Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.  |
| LA.K-12.NJSLSA.W   | Writing  |
| LA.RST.9-10.2      | Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.                          |
|                    | Text Types and Purposes  |
| LA.K-12.NJSLSA.W1  | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |
| LA.RST.9-10.4      | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.                        |
| LA.K-12.NJSLSA.W2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                   |
| LA.K-12.NJSLSA.W3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| LA.RST.9-10.5      | Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).   |
|                    | Production and Distribution of Writing   |
| LA.RST.9-10.6      | Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.  |
| LA.K-12.NJSLSA.W4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| LA.K-12.NJSLSA.W5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| LA.RST.9-10.7      | Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. |

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| LA.K-12.NJSLSA.W6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.<br><br>Research to Build and Present Knowledge  |
| LA.K-12.NJSLSA.W7  | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.   |
| LA.K-12.NJSLSA.W8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.   |
| LA.K-12.NJSLSA.W9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.<br><br>Range of Writing   |
| LA.WHST.9-10.1     | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.  |
| LA.K-12.NJSLSA.W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| 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     | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.   |
| 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.9-10.3     | (See note; not applicable as a separate requirement)  |

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| 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.  |
| 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.<br><br>Research to Build and Present Knowledge  |
| 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.<br><br>Range of Writing   |
| 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.  |

## **Integration of Career Readiness, Life Literacies and Key Skills**

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

## **Technology / Integration of Computer Science and Design Thinking**

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| TECH.8.1.12   | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of  |

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|                 | technology concepts, systems and operations.   |
| TECH.8.1.12.A.2 | Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.   |
| TECH.8.1.12.C   | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.        |
| TECH.8.1.12.C.1 | Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.  |
| TECH.8.1.12.D   | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.   |
| TECH.8.1.12.D.3 | Compare and contrast policies on filtering and censorship both locally and globally.   |
| TECH.8.1.12.E   | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.   |
| TECH.8.1.12.E.1 | Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.  |
| TECH.8.2.12.B   | Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.  |
| TECH.8.2.12.B.4 | Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.                  |
| TECH.8.2.12.B.5 | Research the 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 to peers for review. |
| TECH.8.2.12.C   | Design: The design process is a systematic approach to solving problems.   |
| TECH.8.2.12.C.2 | Analyze a product and how it has changed or might change over time to meet human needs and wants.  |
| TECH.8.2.12.D   | Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.   |
| TECH.8.2.12.D.4 | Assess the impacts of emerging technologies on developing countries.   |

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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| LA.RL.9-10        | Reading Literature   |
|                   | Key Ideas and Details  |
| LA.RL.9-10.1      | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.        |
| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.K-12.NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| LA.RL.9-10.2      | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details  |

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|                    | and provide an objective summary of the text.   |
| LA.K-12.NJSLSA.R3  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.<br><br>Craft and Structure   |
| LA.K-12.NJSLSA.R4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| LA.RL.9-10.4       | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  |
| LA.K-12.NJSLSA.R5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| LA.RL.9-10.5       | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).  |
| LA.RL.9-10.6       | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  |
| LA.K-12.NJSLSA.R6  | Assess how point of view or purpose shapes the content and style of a text.<br><br>Integration of Knowledge and Ideas   |
| LA.RL.9-10.7       | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).  |
| LA.K-12.NJSLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| LA.K-12.NJSLSA.R8  | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  |
| LA.RL.9-10.8       | (Not applicable to literature)  |
| LA.K-12.NJSLSA.R9  | Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |
| LA.RL.9-10.9       | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).<br><br>Range of Reading and Level of Text Complexity |
| LA.RL.9-10.10a     | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.   |
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.   |
| LA.RL.9-10.10b     | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.  |
| LA.RI.9-10.1       | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.   |
| LA.K-12.NJSLSA.W   | Writing<br><br>Text Types and Purposes  |

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| LA.RI.9-10.2      | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.   |
| LA.RI.9-10.3      | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  |
| LA.K-12.NJSLSA.W1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| LA.K-12.NJSLSA.W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| LA.K-12.NJSLSA.W3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| LA.RI.9-10.4      | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  |
|                   | Production and Distribution of Writing  |
| LA.K-12.NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.RI.9-10.6      | Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.  |
| LA.K-12.NJSLSA.W5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| LA.RI.9-10.7      | Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  |
| LA.K-12.NJSLSA.W6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
|                   | Research to Build and Present Knowledge   |
| LA.RI.9-10.8      | Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.  |
| LA.K-12.NJSLSA.W7 | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.   |
| LA.RI.9-10.9      | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. |
| LA.K-12.NJSLSA.W8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.   |
| LA.RI.9-10.10a    | By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.  |
| LA.K-12.NJSLSA.W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
|                   | Range of Writing  |
| LA.RI.9-10.10b    | By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.  |

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| LA.K-12.NJSLSA.W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| LA.W.9-10.1        | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| LA.W.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 claim(s), counterclaims, reasons, and evidence.   |
| LA.K-12.NJSLSA.SL  | Speaking and Listening  |
| LA.W.9-10.1.B      | Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
|                    | Comprehension and Collaboration   |
| LA.W.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.K-12.NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  |
| LA.K-12.NJSLSA.SL2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| LA.W.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.W.9-10.1.E      | Provide a concluding paragraph or section that supports the argument presented.   |
| LA.K-12.NJSLSA.SL3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  |
| LA.W.9-10.2        | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| LA.W.9-10.2.A      | Introduce a topic; organize complex 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.K-12.NJSLSA.SL4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  |
| LA.W.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.K-12.NJSLSA.SL5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  |
| LA.W.9-10.2.C      | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.   |
| LA.K-12.NJSLSA.SL6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| LA.W.9-10.2.D      | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| LA.W.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  |

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|                   | of the discipline in which they are writing.   |
| LA.W.9-10.2.F     | Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).   |
| LA.K-12.NJSLSA.L  | Language   |
| LA.W.9-10.3       | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| LA.W.9-10.3.A     | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.   |
|                   | Conventions of Standard English  |
| LA.K-12.NJSLSA.L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| LA.K-12.NJSLSA.L2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
|                   | Knowledge of Language  |
| LA.K-12.NJSLSA.L3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
|                   | Production and Distribution of Writing   |
| LA.W.9-10.4       | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)   |
| LA.W.9-10.5       | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.   |
| LA.K-12.NJSLSA.L6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.                                      |
| LA.W.9-10.6       | Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.   |
| LA.W.9-10.7       | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.   |
| LA.W.9-10.8       | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| LA.W.9-10.9       | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.   |
| LA.W.9-10.9.B     | Apply grades 9–10 Reading standards to nonfiction informational (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).   |
| LA.W.9-10.10      | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and   |

audiences.

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| LA.SL.9-10.1   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.          |
| LA.SL.9-10.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.      |
| LA.SL.9-10.1.B | Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. |
| LA.SL.9-10.1.C | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.                       |
| LA.SL.9-10.1.D | Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.  |
| LA.SL.9-10.2   | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.  |
| LA.SL.9-10.3   | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.  |
| LA.SL.9-10.4   | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.  |
| LA.SL.9-10.5   | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.   |
| LA.SL.9-10.6   | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.  |
| LA.L.9-10      | Language   |
|                | Conventions of Standard English  |
| LA.L.9-10.1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| LA.L.9-10.1.A  | Use parallel structure.  |
| LA.L.9-10.1.B  | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.     |
| LA.L.6.1.E     | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  |
| LA.L.9-10.2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
|                | Knowledge of Language  |
| LA.L.7.3.A     | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  |
| LA.L.9-10.3    | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.  |
| LA.L.6.3.B     | Maintain consistency in style and tone.  |
| LA.L.4.1.F     | Produce complete sentences, recognizing and correcting inappropriate fragments and run-  |

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|                  | ons.  |
| LA.L.4.1.G       | Correctly use frequently confused words (e.g., to, too, two; there, their).   |
| LA.L.9-10.6      | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LA.L.3.3.A       | Choose words and phrases for effect.  |
| SOC.6.2.12.3     | Age of Revolutions (1750-1914)  |
| SOC.6.2.12.4     | A Half-Century of Crisis and Achievement (1900-1945)  |
| SOC.6.2.12.A.3   | Civics, Government, and Human Rights  |
| SOC.6.2.12.A.3.a | Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.                    |
| SOC.6.2.12.A.3.b | Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.   |
| SOC.6.2.12.A.3.c | Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.  |
| SOC.6.2.12.A.3.e | Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.   |
| SOC.6.2.12.A.4.a | Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.  |
| SOC.6.2.12.A.4.b | Compare the rise of nationalism in China, Turkey, and India.  |
| SOC.6.2.12.A.4.c | Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.  |
| SOC.6.2.12.A.4.d | Assess government responses to incidents of ethnic cleansing and genocide.  |
| SOC.6.2.12.B.2   | Geography, People, and the Environment  |
| SOC.6.2.12.B.3.a | Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.   |
| SOC.6.2.12.B.3.b | Relate the role of geography to the spread of independence movements in Latin America.  |
| SOC.6.2.12.B.4.a | Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.   |
| SOC.6.2.12.B.4.b | Determine how geography impacted military strategies and major turning points during World War II.  |
| SOC.6.2.12.B.4.c | Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.  |
| SOC.6.2.12.B.4.d | Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.  |
| SOC.6.2.12.C.1   | Economics, Innovation, and Technology   |
| SOC.6.2.12.C.3.a | Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.  |
| SOC.6.2.12.C.3.b | Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.  |
| SOC.6.2.12.C.3.c | Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.  |

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| SOC.6.2.12.C.3.d | Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.                                  |
| SOC.6.2.12.C.3.e | 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.D.3   | History, Culture, and Perspectives   |
| SOC.6.2.12.D.3.a | Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.  |
| SOC.6.2.12.D.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.D.3.c | Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.                      |
| SOC.6.2.12.D.3.d | Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.   |
| SOC.6.2.12.D.3.e | Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.   |
| 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.c | Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.  |
| SOC.6.2.12.D.4.h | 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.D.4.j | Analyze how the social, economic, and political roles of women were transformed during this time period.   |

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

see Crosswalks

## **21st Century Life and Careers**

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| 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.                                 |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |

## **Stage I: Desired Results**

## Transfer/Overview/Rationale

### Transfer / Overview / Rationale

#### Unit Rationale

The purpose of this unit...

**We Are Learning This (WALT) to analyze how discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform; discuss how 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; identify how 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; analyze how 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.**

## Meaning

## Essential Questions

### Essential Questions

Are revolutions a positive or a negative for the societies in which they take place?

How are revolutions viewed by surrounding governments and societies when they take place?

What is the primary driving force that leads to revolutions?

## Enduring Understanding/Indicators of Understanding

### Enduring Understanding/Indicators of Understanding

Revolutions happen for a variety of reasons that are unique to the society in which they occur.

Revolutions are often the result of a combination of pressures from within a nation such as economics, race relations, ethnic diversity (or the lack thereof), human rights concerns, etc.

Revolutions are not always endorsed by outside governments because they are a source of instability and are unpredictable.

Revolutions, while typically driven from within, are often influenced by outside sources who have an interest in the outcome of the revolutions.

Revolutions are often violent, messy, long-lasting ordeals that often lead to a total breakdown of a society in order for the ends of that revolution to be met.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

How and why various ideals such as liberty, popular sovereignty, natural rights, democracy, nationalism, etc. became driving forces for reforms and revolutions,.

How responses of various governments to pressure for self-government or self-determination led to reform or revolution.

The differences between socialism, communism, and fascism and why they spread in Europe and Asia.

The motivations, causes, and consequences behind various genocides throughout history and how governments responses respond (or fail to respond) to them.

The role of geography to the spread of independence movements in Latin America.

Why the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.

The interrelationship among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

The characteristics of capitalism, communism, and socialism and why each system emerged in different world regions.

How scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

How individuals and groups promoted and brought about revolutionary change during this time period.

The extent to which racism was both a cause and consequence of imperialism and its impact.

How nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

The causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

## **Skills**

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Skills

Student will be skilled at ...

Comparing and contrast the causes and results of various revolutionary periods (violent or otherwise).

Evaluating the success or failure of various revolutionary actions.

Explaining in detail the circumstances that lead to revolutions.

Using evidence in order to qualify their arguments for the above examples.

Writing - using evidence, expository writing, compare/contrast, drawing conclusions

Evaluating Sources

### **Stage 3: Learning Plan**

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#### **Resource and Mentor Texts**

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Resources and Mentor Texts

Primary source documents

Secondary source documents

Textbook (World History: The Human Journey)

Internet Databases (EBSCO Host, etc.)

Biographical data

Internet resources (ie. History.com, etc)

Video Clips

Newspaper/News websites

## **Formative Assessment Strategies**

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Formative Assessment Strategies

KWL Charts

Content Pre-tests

Formal and informal discussions

Unit Pre-test (Skills Based)

Daily Journal Entries/Warm-up questions

Think, Pair, Share

Weekly writing activities

Informal debate/questioning.

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Regular Note-taking

Classwork Assignments

Outlining Activities

Warm-up activities

Discussions (Class & Small Group)

Group Work/projects

Homework

Research

Weekly research topics (Short-term)

Research papers/assignments (Long-term)

Current Events (Research and Discuss)

Formal presentations (Presentational Literacy)

DBQ assignments and review

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## **Modifications and/or Accommodations**

**Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

## English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read

instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.