

# 10\_ World History/Global Studies: Research Paper

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **15 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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World History/Global Studies is a required survey course with a major focus on the developments in world history from the Renaissance to the present. Both a chronological and thematic approach will be used to foster an understanding of the world today through the use of primary documents. Honors level students will be expected to have a high level of reading and writing proficiency and the recommendation of both their Social Studies and English teachers.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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According to the 2020 New Jersey Student Learning Standards for English Language Arts Companion Standards– History, Social Studies, Science, and Technical Subjects Grade 11-12:

### **Enduring Understanding(s):**

- Students will understand that proper research methods and standards must be embedded to constitute formal writing.

### **Essential Question(s):**

- What constitutes good writing?
- How are credible sources used?

## **CONTENT AREA STANDARDS**

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|-----------|---|
| SOC.6.2   | World History: Global Studies   |
| SOC.6.2.1 | The Emergence of the First Global Age: Global Interactions and Colonialism                                  |
| SOC.6.2.2 | Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)                              |
| SOC.6.2.3 | Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914) |

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| SOC.6.2.4 | Half-Century of Crisis and Achievement: The Era of the Great Wars |
| SOC.6.2.5 | The 20th Century Since 1945: Challenges for the Modern World      |
| SOC.6.2.6 | Contemporary Issues   |

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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- [DEI](#)

- 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.

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|-------------------|--|
| CS.K-12.3         | Recognizing and Defining Computational Problems  |
| CS.K-12.4         | Developing and Using Abstractions  |
| LA.RH.11-12.1     | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| LA.RH.11-12.2     | Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.                       |
| LA.RH.11-12.3     | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  |
| LA.RH.11-12.4     | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).                          |
| LA.RH.11-12.5     | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.  |
| LA.RH.11-12.6     | Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  |
| LA.RH.11-12.7     | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.  |
| LA.RH.11-12.8     | Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.  |
| LA.RH.11-12.9     | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.   |
| LA.RH.11-12.10    | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.   |
| LA.WHST.11-12     | Writing History, Science and Technical Subjects  |
| LA.WHST.11-12.1   | Write arguments focused on discipline-specific content.  |
| LA.WHST.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.       |
| LA.WHST.11-12.1.B | Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations   |

|                   |   |
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|                   | of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.   |
| LA.WHST.11-12.1.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.11-12.1.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.11-12.1.E | Provide a concluding paragraph or section that supports the argument presented.   |
| LA.WHST.11-12.2   | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.   |
| LA.WHST.11-12.2.A | Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.   |
| LA.WHST.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  |
| LA.WHST.11-12.2.C | Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.   |
| LA.WHST.11-12.2.D | Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  |
| LA.WHST.11-12.2.E | Provide a concluding paragraph or section that supports the argument presented.   |
| LA.WHST.11-12.3   | (See note; not applicable as a separate requirement)  |
| LA.WHST.11-12.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| LA.WHST.11-12.5   | 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.11-12.6   | Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.   |
| LA.WHST.11-12.7   | 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.11-12.8   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| LA.WHST.11-12.9   | Draw evidence from informational texts to support analysis, reflection, and research.   |
| LA.WHST.11-12.10  | 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.  |
| TECH.K-12.P.1     | Act as a responsible and contributing community members and employee.   |
| TECH.K-12.P.5     | Utilize critical thinking to make sense of problems and persevere in solving them.  |
| TECH.K-12.P.9     | Work productively in teams while using cultural/global competence.  |

Key Ideas and Details  
Craft and Structure  
Integration of Knowledge and Ideas  
Range of Reading and Level of Text Complexity  
Key Ideas and Details  
Craft and Structure  
Integration of Knowledge and Ideas  
Range of Reading and Level of Text Complexity  
Text Types and Purposes  
Production and Distribution of Writing  
Range of Writing  
Research to Build and Present Knowledge

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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#### **Students will understand:**

- Key ideas and details of reading history.
- Craft and structure while reading history.
- Integration of knowledge and ideas in reading excerpts.
- The range of reading and level of text complexity.
- The text types and purposes.
- Production and distribution of writing.
- Research to build and present knowledge.
- The range of writing in the social studies discipline.

### **Procedural Knowledge**

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#### **Students will be able to:**

- Accurately cite strong and thorough textual evidence.
- Support analysis of primary and secondary sources.
- Connect insights gained from specific details.
- Develop an understanding of the text as a whole.
- Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source.
- Provide an accurate summary of how key events, ideas and/or author's perspective(s)

develop over the course of the text.

- Evaluate various perspectives for actions or events.
- Determine which explanation best accords with textual evidence.
- Acknowledge where the text leaves matters uncertain.
- Determine the meaning of words and phrases as they are used in a text.
- Analyze how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- Evaluate authors' differing perspectives on the same historical event or issue.
- Assess the authors' claims, reasoning, and evidence.
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) .
- Address a question or solve a problem.
- Evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) .
- Evaluate an author's claims, reasoning, and evidence.
- Corroborate or challenge author's claims with other sources.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.
- Note discrepancies among sources.
- Read history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- Comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
- Write arguments focused on discipline-specific content.
- Introduce precise, knowledgeable claim(s).
- Establish the significance of the claim(s).
- Distinguish the claim(s) from alternate or opposing claims.
- Create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims.
- Use sound reasoning and thoroughly.
- Supply the most relevant data and evidence for each content specific claim.
- Point out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form.
- Anticipate the audience's knowledge level, concerns, values, and possible biases.
- Use transitions (e.g. words, phrases, clauses) .
- Link the major sections of the text.
- Create cohesion.
- Clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) .

- Attending to the norms and conventions of the discipline in which they are writing.
- Maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing).
- Provide a concluding paragraph or section that supports the argument presented.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic.
- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it .
- Create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text.
- Clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy.
- Manage the complexity of the topic.
- Convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Focus on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet.
- Produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- 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.
- Demonstrate understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources,.
- Use advanced searches effectively.
- Assess the strengths and limitations of each source in terms of the specific task, purpose, and audience;.
- Integrate information into the text selectively.
- Maintain the flow of ideas,.
- Avoid plagiarism and overreliance on any one source and following a standard format for citation.
- Draw evidence from informational texts to support analysis, reflection, and research.
- 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.

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## **Benchmark Assessments**

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Benchmark Assessment using Pear Assessment conducted three times per year - Standards based

## **Formative Assessments**

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**For this unit, formative assessments can/will include:**

- Benchmarks
- Teacher/student conference
- Questioning
- Complete a plagiarism quiz until the student achieves the benchmarked range set by the teacher.
- Paper topic and tentative thesis.

- Outline or notecard outline due two weeks after annotated bibliography (teacher will individually conference with each student over 2 days and students will have time to start their rough drafts.
- One week before the final draft is due the rough draft is brought into classroom for peer editing.
- Final Draft and Works Cited is due one month after outline is due.
- Word Cloud for walk and talk.

Alternative:

- Peer revision
- Self-assessment with rubrics

## **Summative Assessments**

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**For this unit, summative assessments can/will include:**

- Students will demonstrate their knowledge in a research paper.
  - Paper Expectations:
    - COLLEGE PREP 5-7 pages of solid writing with proper format: citations throughout the paper and an attached Works Cited should be included!
    - HONORS 6-8 pages.
    - Number of solid writing with proper format: citations throughout the paper and an attached Works Cited should be included! The Works Cited does not count toward the page number total
    - There must be at least 2 full lines of properly formatted writing on the 5th page.
    - Text is to be font size-12
    - Times New Roman font.
    - Double-spaced (Works Cited and quotes)
    - A clear thesis (funnel method) is constructed and the paper is organized after it.
    - The introduction and conclusion follow the proper guidelines
    - Include appropriate transitions between ideas



- One inch margins on each side.
- All steps in the process will be completed on schedule.
- Check for grammar, spelling, sentence structure, and paragraph structure.
- MLA will be the citation format.
- NO unreliable websites (e.g. about.com, Wikipedia.com) in the process or final draft rather FIVE of the following: eBooks, books, newspaper articles, journal articles, class lectures, textbook, or scholarly articles (Any of these can be electronic). Museum websites, archives, and other reliable sources may be used. If you are unsure, check with your teacher first rather than lose credit in the end.
- Final papers with the Works Cited should be submitted through [www.turnitin.com](http://www.turnitin.com) before the deadline.
- Annotated Bibliography

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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### **Resources Include:**

#### **Core:**

- Ellis and Esler. World History. Pearson Education, Inc: New York, NY, 2016. Print.
- Documents in Western Civilization CD-ROM. Apprentice Hall. NJ.
- Digital History documents
- Turnitin.com
- Media Center resources and databases
- Easybib.com

#### **Supplemental:**

- [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)
- Plagiarism Quiz <http://en.writecheck.com/plagiarism-quiz>
- Classroom LMS

## **INTERDISCIPLINARY CONNECTIONS**

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### **English/Language Arts**

- Information Writing
- Implementation of Standard English

### **Math**

- Data analysis

### **Science & Health**

- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

### **Technology/Multimedia**

- Researching based writing
- Educational tech applications

### **Career Readiness**

- Use technology to enhance productivity.
- Employ valid and reliable research strategies.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

