

Sayreville Public Schools
World History (5 credits)

World History

Grade 9

Humanities – Social Studies

5

Full Year

Date Curriculum Approved/ Revised: _____

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Statement of Purpose

The purpose of this course is to help students understand world civilizations, through both key events, people, and geography have affected the course of global history – from post-classical societies to the present day. This course will educate its students so that they are able to identify and analyze the myriad components that cultivated the world we know today.

Summary of the Course:

Students will examine the political, economic, social, geographical and cultural development of the world at large, specifically between the Post-Classical era through the global conflicts and cooperation of the present day. The course is primarily focused on the Renaissance Era to modern global conflicts and contemporary issues, and the course will build a foundation of knowledge about social and political history. Students will also develop geographic skills as a framework to understand paradigms based on change and stability.

By completing this course, In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put it in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

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Unit I:

Summary of the Unit:

This unit re-introduces students to post-classical societies such as, Medieval Europe, the Byzantine Empire, Islamic Caliphates, Mongols Empires, and the Tang and Song Dynasties of China specifically highlighting the interconnectedness of the time period and the role these societies play in the successive periods of history.

Enduring Understanding:

- Interconnectedness plays an important role in modern society regarding culture and technology while certain societies continue to exert their influence beyond their region in an effort to maintain global stability.
- Uncertainty comes about when longstanding power structures are reconfigured, dismantled or destroyed, so many governments and organizations seek to maintain and control power in order to prevent the problems associated with that uncertainty.
- Society has addressed important human needs through technological innovation, and even sometimes modern ideas are invented but later rediscovered by different societies.

Essential Questions:

1. How did these post-classical societies stabilize and exert influence within their region?
2. How did increasing interconnectedness impact various aspects of the world?
3. What is the significance of the various technological innovations that come about during the Post-Classical Era.

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Section Quizzes, Chapter Exam questions, Unit questions, DBQ Questions regarding period-based documents, Free-response questions, group projects, individual student projects, class participation, Unit exam, Quarterly Exam

Resources:

- Department approved textbook and textbook/workbook resources,
 - Spielvogel. *McGraw Hill World History* McGraw Hill
 - Beck, Black, Krieger, Naylor, and Ibo Shabaka. *World History; Patterns of Interaction*. Houghton Mifflin Harcourt
- Educational DVDs (History Channel, PBS, etc.)
- Primary Source Documents:
- Secondary Source documents including alternate readings, biographies, and current event articles

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Topic/ Selection	Timeline	General Objectives	Suggested Instructional Activities/Resources	Suggested Benchmarks/Assessments	Common Core or NJLS Standards
<p>Unit 1: Post-classical Societies & The Beginnings of an Interconnected World</p>	<p>18 days</p>	<p>Students will be able to identify hallmarks of the transregional empires that existed.</p> <p>Students will be able to analyze aspects of the post-classical empires.</p> <p>Students will be able to identify factors that led to the rise of the post-classical empires.</p>	<p>Refer to Section Activities/Resources</p>	<p>Quarter 1 Exam</p> <p>Refer to Suggested Benchmarks/Assessments.</p>	<p>6.2.12.EconGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy</p> <p>6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <p>6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p>
<p>Section 1: Tang & Song Dynasty</p> <p>Major Subtopics: Tang & Song Dynasty</p>	<p>2 days</p>	<p>Describe and analyze the Tang and Song Dynasties were able to stabilize their region.</p> <p>Describe and analyze the effects that stability had on society.</p>	<p>Song & Tang Dynasty Webquest: Students develop research skills in order to learn about the Tang & Song Dynasties, specifically how they were able to stabilize their region, the innovations the society developed,</p>	<p>Section Quiz</p> <p>Primary Source Document analysis with period documents (See Resources for documents to use)</p>	<p>6.2.12.EconGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy</p>

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		<p>Identify and analyze the innovations and their impact that these societies produced.</p> <p>Identify and analyze the location and interconnectedness these dynasties had with other regions.</p>	<p>and the way they interacted with other locations.</p>	<p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p> <p>Class discussion</p>	
<p>Section 2: The Mongol Conquest and Empire</p> <ul style="list-style-type: none"> ● The Mongol Conquests ● The Mongol Empires 	<p>4 days</p>	<p>Describe and analyze how the Mongols were able to stabilize their region.</p> <p>Describe and analyze the effects that stability had on society.</p> <p>Identify and analyze the innovations and their impact that these societies produced.</p> <p>Identify and analyze the location and interconnectedness these dynasties had</p>	<p>Secondary Source Reading or Guided Notes on the Mongol Expansion.</p> <p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p>	<p>Section Quiz</p> <p>Primary Source Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p>	<p>6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <p>6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p>

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			<p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>	<p>Free-Response Essay Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p> <p>Class discussion</p>	
<p>Section 3: Feudal Powers in Japan</p> <p>Major Subtopics:</p> <ul style="list-style-type: none"> ● Feudal Powers in Japan 	<p>1 days</p>	<p>Describe and analyze how the Japanese were able to stabilize their region.</p> <p>Describe and analyze the effects that stability had on society.</p> <p>Identify and analyze the innovations and their impact that these societies produced.</p> <p>Identify and analyze the location and interconnectedness of the Japanese.</p>	<p>Graphic Organizer that directs students to compare and contrast the economic policies of China (call back to section 1) and Japan.</p> <p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p>	<p>Section Quiz</p> <p>Primary Source Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay Questions assessing important concepts, events, relationships, etc.</p>	<p>6.2.12.EconGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy</p>

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			<p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>	<p>Section Review</p> <p>Exit tickets summarizing significant concepts</p> <p>Class discussion</p>	
<p>Section 4: Islam and the Caliphates</p> <p>Major Subtopics:</p> <ul style="list-style-type: none"> ● Rise of Islam ● Islam Expands ● Muslim Culture ● Turks in Anatolia 	<p>4 days</p>	<p>Describe and analyze how the Islamic Caliphates were able to stabilize their region.</p> <p>Describe and analyze the effects that stability had on society.</p> <p>Identify and analyze the innovations and their impact that these societies produced.</p> <p>Identify and analyze the location and interconnectedness these dynasties had</p>	<p>Graphic Organizer or brochure that highlights an important innovation that was brought about during the Islamic Golden Age.</p> <p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p>	<p>Section Quiz</p> <p>Primary Source Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p>	<p>6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p>

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			<p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>	<p>Exit tickets summarizing significant concepts</p> <p>Class discussion</p>	
<p>Section 5: Medieval Europe</p> <p>Major Subtopics:</p> <ul style="list-style-type: none"> ● Feudalism in Europe ● The Age of Chivalry ● The Power of the Church ● Church Reform and the Crusades ● 100 Years and the Plague 	<p>10 days</p>	<p>Describe and analyze how the kingdoms and Church in Europe were able to stabilize their region.</p> <p>Describe and analyze the effects that stability had on society.</p> <p>Identify and analyze the innovations and their impact that these societies produced.</p> <p>Identify and analyze the location and interconnectedness these dynasties had.</p>	<p>Briefly highlight the significance of the fall of Rome and how it created a power vacuum in Europe.</p> <p>Primary and Secondary Sources that allow students to analyze the effects of feudalism and manorialism on the society.</p> <p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p>	<p>Section Quiz</p> <p>Primary Source Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p>	<p>6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <p>6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.</p>

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			<p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>	Class discussion	
<p>Section 6: Byzantines, Ottomans, and The Mughal Empire</p> <p>Major Subtopics: The Byzantine Empire in Decline The Ottoman Empire Expands The Mughal Empire</p>	5 days	<p>Describe and analyze how the Ottomans and Ming Dynasty were able to stabilize their region.</p> <p>Describe and analyze the effects that stability had on society.</p> <p>Identify and analyze the innovations and their impact that these societies produced.</p> <p>Identify and analyze the location and interconnectedness these dynasties had</p>	<p>Project option: Create a News Segment Report that highlights a significant event in either the Ottoman or Ming empire. Focus on the motivations and methods that led either empire to this point. Rubric included in Resources.</p> <p>Analysis of Primary and Secondary Sources that students can utilize to write a short paper comparing and contrasting the motivations and methods by which the empires expanded and assess why some were more effective than others in maintaining control.</p>	<p>Section Quiz</p> <p>Primary Source Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay Questions assessing important concepts, events, relationships, etc.</p>	<p>6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p>

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			<p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>	<p>Section Review</p> <p>Exit tickets summarizing significant concepts</p> <p>Class discussion</p>	
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating
- Printed and highlighted notes
- Modified test/quizzes/worksheets/written assignments
- Repetition of directions and refocus activities
- Read test/quiz/assessment questions orally if needed

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- Allow for more time on assessments and assignments

MLL:

- Collaboration between Content Education and ELL teachers
- Use of audio tapes when applicable
- Use of translation dictionary when applicable
- Provide for oral performance
- Allow use of computer or other technological device
- Highlight notes
- Use of graphic organizers
- Peer liaison
- Visual aids

Gifted Students

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Promote self-directed and self-initiated learning
- Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/ Use:

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google apps, iAmerica app, Microsoft Office apps

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit II: The Age of Exploration

Summary of the Unit: In an attempt to find new viable trade routes to the Indies by Europeans, people from Europe, Africa, Asia, and the Americas encountered each other. These encounters led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the re-orientation of trade networks.

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Enduring Understanding:

- The world experiences long-term effects of the Age of Exploration both positive and negative.
- Global trade empowers and disenfranchises many groups.
- Global trade and interconnectedness facilitated the spread of ideas, goods, and biological agents.

Essential Questions:

- How did increasing interconnectedness impact various aspects of the world?
- What power structures and impediments are in place that allow society to sacrifice humanity for economic gain?
- How did the Age of Exploration reset the global balance of power?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Section Quizzes, Chapter Exam questions, Unit questions, DBQ Questions regarding period based documents, Free-response questions, group projects, individual students projects, class participation, Unit exam, Quarterly Exam

Resources:

- Department approved textbook and textbook/workbook resources Beck, Black, Krieger, Naylor, and Ibo Shabaka. *World History; Patterns of Interaction*. Houghton Mifflin Harcourt,
- Educational DVDs (History Channel, PBS, etc.)
- Primary Source Documents:
- Secondary Source documents including alternate readings, biographies, and current event articles

Topic/ Selection	Timeline	General Objectives	Suggested Instructional Activities/Resources	Suggested Benchmarks/ Assessments	Common Core or NJSL Standards
Unit II: The Age of Exploration	~33 days	<p>Students will be able to identify the motives and means of European exploration.</p> <p>Students will be able to analyze the role of geography in European exploration and colonization.</p> <p>Students will be able to analyze the effects of the Columbian Exchange and colonization had on indigenous and African populations.</p>	Refer to Section Activities/Resources	<p>Quarter 1 Exam</p> <p>Refer to Suggested Benchmarks/Assessments.</p>	<p>6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p>6.2.12.EconGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.</p>

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Students will be able to identify potential factors in Europeans colonizing versus other parts of the world.

- 6.2.12.GeoHE.1.a:** Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.EconGE.1.a:** Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.
- 6.2.12.EconGE.1.b:** Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.EconGE.1.c:** Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- 6.2.12.HistoryCC.1.a:** Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- 6.2.12.HistoryCC.1.b:** Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- 6.2.12.HistoryCC.1.c:** Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

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					<p>6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p> <p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p>
Sections					
<p>Section 1: Europeans Explore East</p> <p>Major Subtopics: Interactions with China Interactions with Japan</p>	<p>6 days</p>	<p>Describe and analyze the motivating factors & technology causing European exploration.</p> <p>Describe and analyze the effects of European Exploration in the Eastern Hemisphere, specifically Japan and China.</p> <p>Identify and analyze the reasons the resources found in the East were significant to European exploration.</p>	<p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p>	<p>Section Quiz</p> <p>Primary Source</p> <p>Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p>	<p>6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p>6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p>

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			<p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>	<p>Vocabulary assessments</p> <p>Free-Response Essay Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p>	<p>6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>6.2.12.EconGE.1.a: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.</p> <p>6.2.12.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p>
<p>Section 2: Colonization and the Spanish American Empire</p> <p>Major Subtopics: Spain builds an American Empire European Nations Colonize North America</p>	<p>8 days</p>	<p>Students will be able to identify the motives and means of European exploration.</p> <p>Students will be able to analyze the role of geography in European exploration and colonization.</p> <p>Students will be able to analyze the effects of the Columbian Exchange and colonization had on indigenous and African populations.</p> <p>Students will be able to identify potential factors in Europeans colonizing versus other parts of the world.</p>	<p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p>	<p>Section Quiz</p> <p>Primary Source</p> <p>Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay Questions assessing important concepts, events, relationships, etc.</p>	<p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p> <p>6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p>

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			Activities allowing for student choice and individual students' interests	Section Review Exit tickets summarizing significant concepts	
Section 3: The Atlantic Slave Trade Major Subtopics: Causes and Consequences of the Slave Trade	5 days	Students will be able to identify the motives and means of European exploration. Students will be able to define mercantilism and assess how it stimulated European expansion through trade, conquest, and colonization. Students will be able to analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.	Guided Notes on Topic Geography and map study activities Culturally diverse readings and activities will be infused into each unit of study Infusion of current events into units of study Self-reading, analysis and writing assignments Research Simulation Tasks DBQ writing and analysis Interdisciplinary and project-based assignments Activities allowing for student choice and individual students' interests	Section Quiz Primary Source Document analysis with period documents (See Resources for documents to use) DBQ Questions regarding period-based documents Vocabulary assessments Free-Response Essay Questions assessing important concepts, events, relationships, etc. Section Review Exit tickets summarizing significant concepts	6.2.12.EconGE.1.a: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society. 6.2.12.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. 6.2.12.EconGE.1.c: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa. 6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest. 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
Section 4: Columbian Exchange	4 days	Students will be able to define and explain the Columbian Exchange and assess the	Guided Notes on Topic	Section Quiz Primary Source	6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers

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<p>Major Subtopics: Global Trade Columbian Exchange</p>		<p>political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods.</p>	<p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>	<p>Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p>	<p>over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p>
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating
- Printed and highlighted notes
- Modified test/quizzes/worksheets/written assignments
- Repetition of directions and refocus activities
- Read test/quiz/assessment questions orally if needed
- Allow for more time on assessments and assignments

MLL:

- Collaboration between Content Education and ELL teachers

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- Use of audio tapes when applicable
- Use of translation dictionary when applicable
- Provide for oral performance
- Allow use of computer or other technological device
- Highlight notes
- Use of graphic organizers
- Peer liaison
- Visual aids

Gifted Students

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Promote self-directed and self-initiated learning
- Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/ Use:

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google apps, iAmerica app, Microsoft Office apps

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit III: Change in Thought

Summary of the Unit: Due to various technological and cultural advancements new ideas were expressed through the Renaissance, the Protestant Reformation, and Scientific Revolution pushing Europe into a new age.

Enduring Understanding:

- The principles of Enlightenment, Protestant Reformation, and Scientific Revolution significantly changed the way people think about the world.
- Most “western” governments are founded on the principles of the Enlightenment.

Essential Questions:

- How do new ideas impact humanity?
- Where do ideas come from?
- How do ideas evolve and change to fit societies?

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Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Section Quizzes, Chapter Exam questions, Unit questions, DBQ Questions regarding period-based documents, Free-response questions, group projects, individual students projects, class participation, Unit exam, Quarterly Exam

Resources:

- Department approved textbook and textbook/workbook resources,
 - Spielvogel. *McGraw Hill World History* McGraw Hill
 - Beck, Black, Krieger, Naylor, and Ibo Shabaka. *World History; Patterns of Interaction*. Houghton Mifflin Harcourt
- Educational DVDs (History Channel, PBS, etc.)
- Primary Source Documents:
- Secondary Source documents including alternate readings, biographies, and current event articles

Topic/ Selection	Timeline	General Objectives	Suggested Instructional Activities/Resources	Suggested Benchmarks/ Assessments	Common Core or NJSLS Standards
Unit III: Change in Thought	36 days	<p>Students will be able to compare and contrast the principle ideas of the Enlightenment with similar ideas in Asia and the Muslim/Islamic empires.</p> <p>Students will be able to identify the reasons for and consequences of powerful centralized nation states in Europe.</p> <p>Students will be able to make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.</p> <p>Students will be able to relate modern banking and financial</p>	<p>Resources for Unit: World History - Prentice Hall Videos/DVDs</p> <p>Scenes from Don Quixote</p> <p>Battlefield Britain: Spanish Armada</p> <p>Documents: Don Quixote Pictures and artwork from Siglo de Oro - including Diego Velazquez and El Greco</p> <p>Spanish Armada readings</p> <p>El Greco's biography</p> <p>Queen Elizabeth's Speech Against the Spanish Armada</p>	<p>Quarter 2 Exam</p> <p>Refer to Suggested Benchmarks/Assessments.</p>	<p>6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.</p> <p>6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe</p>

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		<p>systems to European economic influence in the world.</p> <p>Students will be able to identify the factors that led to the Reformation and assess the impact it had on European politics.</p> <p>Students will be able to identify factors that laid the foundation for the Renaissance.</p> <p>Students will be able to assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>Students will be able to analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>	<p>Versailles documentary</p> <p>Excerpts from Vatel</p> <p>Documents: A Busy Day at the Sun King’s Court</p> <p>Pictures and artwork of Versailles</p> <p>Louis XIV’s Rules of Etiquette</p> <p>Louis XIV Kingly Advice reading</p> <p>Account of the St. Bartholomew’s Day Massacre</p> <p>Versailles and Louis XIV reading</p> <p>Excerpts from Cromwell</p> <p>Excerpts from Horrible Histories</p> <p>Documents: George Fox Biography Painting of the English</p> <p>Civil War English Civil War resources</p> <p>Royal Family Tree</p> <p>King Charles I’s Speech at Trial</p> <p>English Bill of Rights American Bill of Rights</p> <p>Map of Habsburg territory</p>		<p>on the political and cultural development of the colonies in the New World.</p> <p>6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.</p> <p>6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).</p> <p>6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>
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			<p>Documents:</p> <p>Empress Maria Theresa: Two Views</p> <p>Frederick the Great Biography</p> <p>Louis Gottsched's Description of Maria Theresa</p> <p>Peter the Great A&E Biography</p> <p>Land of the Tsars</p> <p>Map of Russia and partition of Poland</p> <p>Documents:</p> <p>Interview Questions for Peter the Great</p> <p>Bishop Burnet's Impressions of Peter the Great in 1698</p> <p>An English Engineer, John Perry, Describes Russia and the Changes that Peter the Great Brought to His Country\</p> <p>An Account of the Torture of the Streltsy by Johann Georg Korb</p> <p>Description of Peter the Great's Reform of the Russian Orthodox Church</p> <p>Samples of Renaissance art and architecture</p> <p>Excerpts from Machiavelli's <i>The</i></p>	
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			<p><i>Prince</i></p> <p>Petrarch's Sonnets Excerpts from <i>The Courtier</i> (Castiglione)</p> <p>Samples of Northern Renaissance art Documents: Antwerp: A Renaissance City</p> <p>Martin Luther - PBS Luther</p> <p>Documents: Martin Luther's 95 Theses</p> <p>Martin Luther's statement "Against the Robbing and Murdering Hordes of Peasants"</p> <p>The Sunday Service Dilemma</p> <p>Comparison chart of Reformation movements</p> <p>Europe in 1500 and 1600's Map</p> <p>Documents:</p> <p>A Contemporary Description of King Henry VIII</p> <p>Comparison chart of Reformation movements</p> <p>Execution of Mary, Queen of Scots document</p>	
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			<p>English Monarchy documents</p> <p>Horrible Histories video segments The Medici: Godfathers of the Renaissance</p> <p>Documents: The Trial of Galileo: A Chronology</p> <p>Does the Earth Move? Starry Messenger</p> <p>Dialogue Concerning the Two Chief World Systems</p> <p>Galileo and Kepler's letters</p> <p>World History - Prentice Hall Videos/DVDs Comparison chart of Enlightenment philosophies Documents: Voltaire Biography Excerpts from Rousseau's Social Contract Excerpts from Montesquieu's On the Spirit of Laws Excerpts from Locke's Two Treatises on Government Enlightenment Views on Education: Rousseau and Wollstonecraft Frederick II on Forms of Government Excerpts from Hobbes' Leviathan Timeless Critique From Tocqueville Baron de Montesquieu: Writing the Science of Government Frederick the Great: Enlightened Despotism readings</p>		
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			<p>Frederick the Great: Forms of Government</p> <p>Encyclopedie by Denis Diderot</p> <p>World History - Prentice Hall</p> <p>Videos/DVDs</p> <p>America: The Story of Us</p> <p>John Adams</p> <p>Documents:</p> <p>Distinguishing Fact from Opinion</p> <p>Excerpt from Declaration of Independence</p> <p>English Bill of Rights and American Bill of Rights</p> <p>Thomas Paine's Common Sense</p> <p>Division of Powers Between National and State Governments</p> <p>World History - Prentice Hall</p> <p>Videos/DVDs</p> <p>The French Revolution</p> <p>Map of Napoleonic conquests - Europe 1815</p> <p>Goode's World Atlas</p> <p>Documents:</p> <p>Maximilien Robespierre Biography</p> <p>The Royal Family in Prison</p> <p>Storming of the Bastille reading</p> <p>Declaration of the Rights of Man</p> <p>Edmund Burke, Marie Antoinette reading</p> <p>A Summer of Riots reading</p> <p>Execution of Louis XVI reading</p> <p>Marie Antoinette: Tragic Queen reading</p> <p>Emmanuel Joseph Sieyes, What is the Third Estate</p> <p>World History - Prentice Hall</p> <p>Videos/DVDs</p> <p>The French Revolution</p> <p>Map of Napoleonic conquests -</p>	
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			<p>Europe 1815 Goode's World Atlas Documents: Two Views of Napoleon Napoleon's Effects on France and the World Napoleon's Proclamation to His Troops in Italy Napoleon's Effect on France and the World Burning of Moscow reading Battle of Waterloo document</p>		
Sections					
<p>Section 1: European Renaissance and Reformation (1300-1600)</p> <p>Major Subtopics:</p> <ul style="list-style-type: none"> ● Italy: The Birth of the Italian Renaissance ● The Northern Renaissance ● The Protestant Reformation 	<p>14 days</p>	<p>Students will be able to assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>Students will be able to identify the factors that led to the Reformation and assess the impact it had on European politics.</p> <p>Students will be able to identify factors that laid the foundation for the Renaissance.</p>	<p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>	<p>Section Quiz</p> <p>Subtopic Quiz</p> <p>Primary Source Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p>	<p>6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.</p> <p>6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).</p>

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			Field trips and/or guest speakers as determined by the teacher		
			Class Discussion/ Debates/Socratic Seminars		
			Research Presentation		
<p>Section 2: Absolutism and its expression in major European powers</p> <p>Major Subtopics:</p> <ul style="list-style-type: none"> ● Spain’s Empire and Absolutism ● The Reign of Louis XIV ● Central European Monarchs Clash ● Parliament Limits the English Monarch 	8 days	<p>Students will be able to identify the reasons for and consequences of powerful centralized nation states in Europe.</p> <p>Students will be able to analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>	<p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students’ interests</p> <p>Field trips and/or guest speakers as determined by the teacher</p> <p>Class Discussion/ Debates/Socratic Seminars</p>	<p>Section Quiz</p> <p>Subtopic Quiz</p> <p>Primary Source Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay</p> <p>Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p>	<p>6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>

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			Research Presentation		
<p>Section 3: Scientific Revolution and the Enlightenment</p> <p>Major Subtopics:</p> <ul style="list-style-type: none"> ● The Enlightenment ● The Scientific Revolution <p>Minor Subtopic:</p> <ul style="list-style-type: none"> ● The American Revolution 	10 days	<p>Students will be able to compare and contrast the principle ideas of the Enlightenment with similar ideas in Asia and the Muslim/Islamic empires. Students will be able to analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. Students will be able to identify factors that laid the foundation for the Renaissance.</p>	<p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>	<p>Section Quiz</p> <p>Primary Source</p> <p>Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay</p> <p>Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p> <p>Class participation</p>	<p>6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.</p> <p>6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).</p>
<p>Section 4: French Revolution and the Napoleonic Wars</p>	24 days	<p>Students will be able to make an evidence-based argument explaining the impact and</p>	<p>Guided Notes on Topic</p> <p>Geography and map study activities</p>	<p>Section Quiz</p> <p>Primary Source</p> <p>Document analysis</p>	<p>6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and</p>

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<p>Major Subtopics:</p> <ul style="list-style-type: none"> ● The French Revolution Begins ● The Reign of Terror Begins ● Napoleon takes Power ● Napoleon’s Empire Collapses ● Congress of Vienna 		<p>development of religion in Europe on the political and cultural development of the colonies in the New World. Students will be able to assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>	<p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students’ interests</p>	<p>with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p> <p>Class participation</p>	<p>development of religion in Europe on the political and cultural development of the colonies in the New World.</p> <p>6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

- Special Education*:
- Collaboration between Content Education and Special Education teachers
 - Preferential seating
 - Printed and highlighted notes
 - Modified test/quizzes/worksheets/written assignments
 - Repetition of directions and refocus activities
 - Read test/quiz/assessment questions orally if needed
 - Allow for more time on assessments and assignments

- MLL:
- Collaboration between Content Education and ELL teachers
 - Use of audio tapes when applicable
 - Use of translation dictionary when applicable
 - Provide for oral performance
 - Allow use of computer or other technological device

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- Highlight notes
- Use of graphic organizers
- Peer liaison
- Visual aids

Gifted Students

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Promote self-directed and self-initiated learning
- Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/ Use:

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google apps, iAmerica app, Microsoft Office apps

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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Unit IV: Age of Revolution and the Birth of Nationalism

Summary of the Unit:

Enlightenment Ideas have set the fire leading to a period of Revolutions most notably, the French Revolution. The French Revolution also gave credence to the concept of nationalism which would greatly change the political paradigm in mainland Europe and abroad.

Enduring Understanding:

- Absolutist governments are ending giving way to more modern political systems, specifically representative government.
- Most governments naturally move toward a consolidation of power, however there are many systems in place to prevent this consolidation of power.
- Revolutions happen in response to perceived injustice and reset power structures within that society.

Essential Questions:

- How does one's identity affect their actions?
- What does it take to spark change?
- What is the impact of a Revolution on society?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Section Quizzes, Chapter Exam questions, Unit questions, DBQ Questions regarding period based documents, Free-response questions, group projects, individual students projects, class participation, Unit exam, Quarterly Exam

Resources:

- Department approved textbook and textbook/workbook resources,
 - Spielvogel. *McGraw Hill World History* McGraw Hill
 - Beck, Black, Krieger, Naylor, and Ibo Shabaka. *World History; Patterns of Interaction*. Houghton Mifflin Harcourt
- Educational DVDs (History Channel, PBS, etc.)
- Primary Source Documents:
- Secondary Source documents including alternate readings, biographies, and current event articles

Topic/ Selection	Suggested Timeline per topic	General Objectives	Suggested Instructional Activities/Resources	Suggested Benchmarks/ Assessments	Common Core or NJSL Standards
<i>Unit IV: Age of Revolution and the Birth of Nationalism</i>	25 days	Students will be able to analyze the relationship between industrialization and the rise of democratic and social reforms, including	World History - Prentice Hall Videos/DVDs Documents: Recognizing Faulty Reasoning	Quarter 3 Exam Refer to Suggested Benchmarks/Assessments.	6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

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		<p>the expansion of parliamentary government. Students will be able to use evidence to describe how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world.</p> <p>Students will be able to compare and contrast the struggle for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.</p> <p>Students will be able to form arguments about the role of geography or enlightened ideals that had the greater influence on the independence movements in Latin America.</p> <p>Students will be able to analyze changes in political boundaries between 1815 and 1914 and form evidence-based arguments regarding the impact of imperialism.</p> <p>Students will be able to analyze the interrelationships between the “agricultural revolution,” population growth, industrialization, specialization of labor and pattern of landholding in 19th century Britain.</p>	<p>Excerpt from Adam Smith’s Wealth of Nations</p> <p>Documents:</p> <p>Edmund Cartwright, Beginner’s Luck</p> <p>Growth of the Cotton Industry, Reading Graphs</p> <p>Documents:</p> <p>Edwin Chadwick’s Sanitation Reports</p> <p>Rules for Workers Riding the Liverpool-Manchester Line</p> <p>The Plight of the Miners Factory Conditions, Using Conflicting Resources documents</p> <p>Women in the Industrial Revolution worksheet</p> <p>Fanny Kemble and the Opening of the Liverpool and Manchester Line</p> <p>A Day in the Mills</p> <p>New Lanark documentary</p> <p>Documents:</p>		<p>6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).</p> <p>6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.</p> <p>6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.</p> <p>6.2.12.EconGE.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.</p>
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		<p>Students will be able to form a claim concerning the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p> <p>Students will be able to compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p> <p>Students will be able to determine how and the extent to which, scientific and technological changes, transportation, and the new forms of energy brought about social, economic and cultural changes in the world.</p> <p>Students will be able to compare and contrast characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.</p> <p>Students will be able to explain how industrialization and urbanization affected class structure, family life,</p>	<p>Josiah Wedgewood Biography</p> <p>Excerpts from Karl Marx's Communist Manifesto</p> <p>Photographs of factories and working conditions</p> <p>The Handloom Weavers' Lament</p> <p>World History - Prentice Hall Videos/DVDs Documents: Heinrich von Trietschke's White Man's Burden Bismarck and His Strategies Bismarck's Em Dispatch The German Fatherland poem Aida (Giuseppi Verdi) Bismarck's Blood and Iron Speech Bismarck's Speech to the German Parliament, February 6, 1888 German Unification Map Nationalistic Feelings in German - A German Student, Carl Schurz's Account World History - Prentice Hall Videos/DVDs Documents: Giuseppe Verdi Biography</p>		<p>6.2.12.EconGE.3.b: Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p> <p>6.2.12.EconGE.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p> <p>6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.</p> <p>6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability</p> <p>6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p>
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		<p>the daily lives of men, women, and children, and the environment.</p> <p>Students will be able to analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p> <p>Students will be able to analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.</p>	<p>“Proclamation of 1860” (Giuseppe Garibaldi)</p> <p>Italian Unification Maps</p> <p>Giuseppe Mazzini and His Instructions for the Members of Young Italy</p>		<p>6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.</p>
Sections					
<p>Section 1: Latin American Revolutions and Nationalism</p> <p>Major Subtopics:</p> <ul style="list-style-type: none"> ● Latin American Revolution ● German Unification ● Italian Unification 	days	<ol style="list-style-type: none"> Students will be able to form an argument if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America Students will be able to use evidence why various ideals became for reforms and revolutions in Latin America and across the world. 	<p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p>	<p>Section Quiz</p> <p>Primary Source</p> <p>Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay</p> <p>Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p> <p>Class participation</p>	<p>6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.</p> <p>6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).</p>

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			Interdisciplinary and project-based assignments		
			Activities allowing for student choice and individual students' interests		
<p>Section 2: The Industrial Revolution</p> <p>Major Subtopics:</p> <ul style="list-style-type: none"> ● Beginning of the Industrial Revolution ● Industrialization ● Industrialization Spreads ● Reforming the Industrialized World 		<p>Students will be able to explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and the environment.</p> <p>Students will be able to analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.</p> <p>Students will be able to analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>Students will be able to construct a claim based on evidence regarding the interrelationships between the Industrial Revolution,</p>	<p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>	<p>Section Quiz</p> <p>Primary Source</p> <p>Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay</p> <p>Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p> <p>Class participation</p>	<p>6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>6.2.12.EconGE.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.</p> <p>6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.EconGE.3.b: Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p>

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		nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.			<p>6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.</p> <p>6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children and the environment.</p>
<p>Section 3: Imperialism Major Subtopics:</p> <ul style="list-style-type: none"> ● The Scramble for Africa ● Europeans Claim Muslim Lands ● British Imperialism in India ● Imperialism in SouthEast Asia ● China Resists ● Japan Modernizes ● US Economic Imperialism ● Turmoil in Mexico 		<p>Students will be able to analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p> <p>Students will be able to analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.</p>	<p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p>	<p>Section Quiz</p> <p>Primary Source</p> <p>Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay</p> <p>Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p> <p>Class participation</p>	<p>6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.</p>

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			<p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>		

Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating
- Printed and highlighted notes
- Modified test/quizzes/worksheets/written assignments
- Repetition of directions and refocus activities
- Read test/quiz/assessment questions orally if needed
- Allow for more time on assessments and assignments

MLL:

- Collaboration between Content Education and ELL teachers
- Use of audio tapes when applicable
- Use of translation dictionary when applicable
- Provide for oral performance
- Allow use of computer or other technological device
- Highlight notes
- Use of graphic organizers
- Peer liaison
- Visual aids

Gifted Students

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Promote self-directed and self-initiated learning
- Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

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Suggested Technological Innovations/ Use:

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google apps, iAmerica app, Microsoft Office apps

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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Unit V: Global Conflicts

Summary of the Unit: Students will be introduced to World War I and World War II which led to geopolitical changes, devastation, and attempts to bring stability and peace through both isolation and international efforts.

Enduring Understanding:

- War has a devastating impact on society at large. The international community has come together in an effort to prevent large-scale global war. Cooperation is often a failsafe against competition.

Essential Questions:

- How does cooperation and competition between nations impact the nations and individuals involved?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Section Quizzes, Chapter Exam questions, Unit questions, DBQ Questions regarding period-based documents, Free-response questions, group projects, individual student projects, class participation, Unit exam, Quarterly Exam

Resources:

- Department approved textbook and textbook/workbook resources,
 - Spielvogel. *McGraw Hill World History* McGraw Hill
 - Beck, Black, Krieger, Naylor, and Ibo Shabaka. *World History; Patterns of Interaction*. Houghton Mifflin Harcourt
- Educational DVDs (History Channel, PBS, etc.)
- Primary Source Documents:
- Secondary Source documents including alternate readings, biographies, and current event articles
- Footnote

Topic/ Selection	Suggested Timeline per topic	General Objectives	Suggested Instructional Activities/Resources	Suggested Benchmarks/ Assessments	Common Core or NJSL Standards
<i>Unit V: Global Conflicts</i>	<i>40 days</i>	<p>Students will be able to identify and differentiate between socialism, communism, fascism, and liberal democracy.</p> <p>Students will be able to analyze the extent to which they promote and protect</p>	<p>Documents: Zimmerman Telegram A Fatal Decision: Lusitania and Sussex American Neutrality in WWI President Wilson’s Declaration of Neutrality Eugene Debs’ Speech Against WWI</p>	Quarter 4 Exam	6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

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		<p>civil, political, social, and economic rights for people.</p> <p>Students will be able to explain the reasons for their growth or decline around the world.</p> <p>Students will be able to analyze the motivations causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess responses by individuals, groups, and governments.</p> <p>Students will be able to analyze large-scale atrocities including 20th century massacres in China.</p> <p>Students will be able to assess government responses to incidents of ethnic cleansing and genocide.</p> <p>Students will be able to utilize geographic representations to compare the changes in political boundaries in Europe pre- and post- WWI</p> <p>Students will be able to explain how geography impacted military strategies and major turning points in WWII</p>	<p>Diplomatic Maneuvers - Archduke Franz Ferdinand documents</p> <p>William Jennings Bryan Defends Neutrality</p> <p>WWI Propaganda Posters</p> <p>Excerpts from <i>All Quiet on the Western Front</i> (Erich Remarque)</p> <p>“The Soldier” and “Dulce et Decorum Est”</p> <p>Maps, photos, propaganda, and artwork from WWI</p> <p><i>Adolf K.G.E. von Spiegel, U-boat 202</i> reading</p> <p><i>In Flanders’ Fields</i></p> <p>William Butler Yeats, <i>An Irish Airman Foresees His Death</i></p> <p>Alan Seeger, <i>Rendezvous</i></p> <p>Rupert Brooke, <i>The Soldier</i></p> <p>E.E. Cummings, <i>look at this</i></p> <p>Henry Johnson biography</p> <p>Ezra Pound’s <i>Hugh Selwyn Mauberly</i></p> <p>Eugene Kennedy, <i>A Doughboy Describes the Fighting Front</i></p> <p>Excerpts from The Treaty of Versailles</p> <p><i>Woodrow Wilson’s Fourteen Points</i></p> <p><i>Henry Cabot Lodge’s Objections to Versailles</i></p> <p>Using Map Skills - Redrawing European Boundaries</p> <p>Costs of the War</p>	<p>6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.</p> <p>6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.</p> <p>6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.</p> <p>6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.</p> <p>6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.</p>
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		<p>Students will be able to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East</p> <p>Students will be able to analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.</p> <p>Students will be able to analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.</p> <p>Students will be able to 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.</p>			<p>6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.</p> <p>6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> <p>6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</p> <p>6.2.12.HistoryCC.4.e: Explain the role of [colonial] colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p>
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		<p>Students will be able to explain the role of [colonial] colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p> <p>Students will be able to analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.</p> <p>Students will be able to use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”</p> <p>Students will be able to compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national</p>			<p>6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.</p> <p>6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”</p> <p>6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p> <p>6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p>6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.</p>
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	<p>mobilization, loss of life, and destruction of property).</p> <p>Students will be able to analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p>Students will be able to report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.</p> <p>Students will be able to compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>Students will be able to generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.</p> <p>Students will be able to assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and</p>			<p>6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.</p> <p>6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.</p> <p>6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.</p> <p>6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.</p>
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		<p>determine the impact on global politics.</p> <p>Students will be able to evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.</p>			
<p>Section 1: The Great War Major Subtopics:</p> <ul style="list-style-type: none"> ● Marching Towards War ● Europe Plunges into War ● A Global Conflict ● A Flawed Peace 	<p>13 days</p>	<p>Students will be able to identify and differentiate between socialism, communism, fascism, and liberal democracy.</p> <p>Students will be able to utilize geographic representations to compare the changes in political boundaries in Europe pre- and post- WWI</p>	<p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p>	<p>Section Quiz</p> <p>Primary Source Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p> <p>Class participation</p>	<p>6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.</p> <p>6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.</p>

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			Activities allowing for student choice and individual students' interests		
Section 2: Interwar Period Major Subtopics:	13 days	Students will be able to identify and differentiate between socialism, communism, fascism, and liberal democracy.	<p>Guided Notes on Topic</p> <p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>	<p>Section Quiz</p> <p>Primary Source</p> <p>Document analysis with period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay</p> <p>Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p> <p>Class participation</p>	6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
Section 3: World War II	14 days	Students will be able to identify and differentiate between socialism,	Guided Notes on Topic	Section Quiz Primary Source Document analysis with	6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning
<ul style="list-style-type: none"> ● Hitler's Lightning War ● Japan's Pacific Campaign 					

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<ul style="list-style-type: none"> ● The Holocaust ● The Allied Victory ● Europe and Japan in Ruins 		<p>communism, fascism, and liberal democracy.</p> <p>Students will be able to analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess responses by individuals, groups, and governments.</p> <p>Students will be able to analyze large-scale atrocities including 20th century massacres in China.</p> <p>Students will be able to explain how geography impacted military strategies and major turning points in WWII</p>	<p>Geography and map study activities</p> <p>Culturally diverse readings and activities will be infused into each unit of study</p> <p>Infusion of current events into units of study</p> <p>Self-reading, analysis and writing assignments</p> <p>Research Simulation Tasks</p> <p>DBQ writing and analysis</p> <p>Interdisciplinary and project-based assignments</p> <p>Activities allowing for student choice and individual students' interests</p>	<p>period documents (See Resources for documents to use)</p> <p>DBQ Questions regarding period-based documents</p> <p>Vocabulary assessments</p> <p>Free-Response Essay</p> <p>Questions assessing important concepts, events, relationships, etc.</p> <p>Section Review</p> <p>Exit tickets summarizing significant concepts</p> <p>Class participation</p>	<p>points during World War II.</p> <p>6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.</p> <p>6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.</p>
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Suggested Modifications for Special Education, English Language Learners and Gifted Students:

Special Education*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating
- Printed and highlighted notes
- Modified test/quizzes/worksheets/written assignments
- Repetition of directions and refocus activities
- Read test/quiz/assessment questions orally if needed
- Allow for more time on assessments and assignments

MLL:

- Collaboration between Content Education and ELL teachers

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- Use of audio tapes when applicable
- Use of translation dictionary when applicable
- Provide for oral performance
- Allow use of computer or other technological device
- Highlight notes
- Use of graphic organizers
- Peer liaison
- Visual aids

Gifted Students

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Promote self-directed and self-initiated learning
- Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/ Use:

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google apps, iAmerica app, Microsoft Office apps

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit VI: The Modern World and a Rise of Global Independence

Summary of the Unit: The world at large has developed unique political institutions and relies on large scale cooperation to function. The advent of these new political institutions and cooperation required a redefinition of the role many nations had to play at a larger scale.

Enduring Understanding:

- Tensions exist between traditional cultures and agents of modernization.
- Reactions for and against modernization depend on perspective and context.
- War is often the result of diplomatic, economic, and political efforts failing to resolve an issue.

Essential Questions:

- How does cooperation and competition between nations impact the international community and the lives of individuals in the countries involved?

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- How does globalization impact institutions, nations, international relations, and the lives of individuals?
- How have people's human rights been violated in the 20th century? How have individuals, nations, and the international community responded to human rights violations?

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit.

Section Quizzes, Chapter Exam questions, Unit questions, DBQ Questions regarding period-based documents, Free-response questions, group projects, individual student projects, class participation, Unit exam, Quarterly Exam

Resources:

- Department approved textbook and textbook/workbook resources,
 - Spielvogel. *McGraw Hill World History* McGraw Hill
 - Beck, Black, Krieger, Naylor, and Ibo Shabaka. *World History; Patterns of Interaction*. Houghton Mifflin Harcourt
- Educational DVDs (History Channel, PBS, etc.)
- Primary Source Documents:
- Secondary Source documents including alternate readings, biographies, and current event articles

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	Common Core or NJCCCS Standards
Unit VI: Modernity and the Rise of Global Interdependence	35 days	<p>Students will be able to analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.</p> <p>Students will be able to assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.</p> <p>Students will be able to explain how World War II led to aspirations for self-</p>	<p>World History - Prentice Hall Videos/DVDs Documentaries News programs and outlets Invictus Documents: Current articles, essays and commentaries World History - Prentice Hall Videos/DVDs Documentaries News programs and outlets Hotel Rwanda Documents: Current articles, essays and commentaries World History - Prentice Hall</p>	<p>Quarter 4 Exam</p> <p>Refer to Suggested Benchmarks/Assessments.</p>	<p>6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.</p> <p>6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.</p> <p>6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.</p>

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		<p>determination and compare and contrast the methods used by African and Asian countries to achieve independence.</p> <p>Students will be able to use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).</p> <p>Students will be able to use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).</p> <p>Students will be able to use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p> <p>Students will be able to Compare and contrast free market capitalism and Western European</p>	<p>Videos/DVDs Documentaries News programs and outlets Documents: Current articles, essays and commentaries World History - Prentice Hall Videos/DVDs Documentaries News programs and outlets Documents: Current articles, essays and commentaries</p>	<p>6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).</p> <p>6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).</p> <p>6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p> <p>6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.</p> <p>6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China</p> <p>6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in</p>
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		<p>democratic socialism with Soviet communism.</p> <p>Students will be able to articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.</p> <p>Students will be able to evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p> <p>Students will be able to analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>Students will be able to cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>Students will be able to cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p>			<p>world politics, the global economy, and the environment.</p> <p>6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide</p> <p>6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic</p>
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		<p>Students will be able to relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>Students will be able to assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p>Students will be able to explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East)</p> <p>Students will be able to assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.</p>			<p>military clashes (e.g., Korean War, Middle East).</p> <p>6.2.12.HistoryCC.5.f: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.</p> <p>6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p> <p>6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p> <p>6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children and the environment.</p> <p>6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy and the environment.</p> <p>6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased</p>
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		<p>Students will be able to analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p> <p>Students assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p>			<p>population growth, migration and changes in urban-rural populations on natural resources and land use.</p> <p>6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.</p> <p>6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.</p> <p>6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.</p> <p>6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</p>
Sections					

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<p>Section 1: Structure in Postwar Society</p> <p>Major Subtopics: The Cold War The Cold War Divides the World The Cold War Thaws</p>	<p>Students will be able to explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).</p> <p>Students will be able to evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p> <p>Students will be able to analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>Students will be able to cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>Students will be able to assess the impact of the international arms race, the space race, and nuclear proliferation on international</p>		<p>Section Quiz Primary Source Document analysis with period documents (See Resources for documents to use) DBQ Questions regarding period-based documents Vocabulary assessments Free-Response Essay Questions assessing important concepts, events, relationships, etc. Section Review Exit tickets summarizing significant concepts Class participation</p>	<p>6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).</p> <p>6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p> <p>6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p>
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		politics from multiple perspectives.			
<p>Section 2: Colonies Become New Nations</p> <p>Major Subtopics: The Indian Subcontinent Becomes Independent Southeast Asian Countries Gain Independence New Nations in Africa Conflict in the Middle East Central Asia Struggles</p>		<p>Students will be able to explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.</p> <p>Students will be able to relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>Students will be able to assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.</p>		<p>Section Quiz Primary Source Document analysis with period documents (See Resources for documents to use) DBQ Questions regarding period-based documents Vocabulary assessments Free-Response Essay Questions assessing important concepts, events, relationships, etc. Section Review Exit tickets summarizing significant concepts Class participation</p>	<p>6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.</p> <p>6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.HistoryCC.5.f: Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.</p>
<p>Section 3 : Struggles for Democracy</p> <p>Major Subtopics: Democracy in Latin America The Challenges of Democracy in Africa Collapse of the Soviet Union</p>				<p>Section Quiz Primary Source Document analysis with period documents (See Resources for documents to use) DBQ Questions regarding period-based documents</p>	<p>6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China</p>

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<p>Changes in Central and Eastern Europe China: Reform and Reaction</p>				<p>Vocabulary assessments Free-Response Essay Questions assessing important concepts, events, relationships, etc. Section Review Exit tickets summarizing significant concepts Class participation</p>	<p>6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p> <p>6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p>
<p>Section 4: Global Interdependence</p> <p>Major Subtopics: The Impact of Science and Technology Global Economic Development Global Security Issues Terrorism Culture Blends in the Global Age</p>		<p>Students will be able to analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.</p> <p>Students will be able to assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.</p>			<p>6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.</p> <p>6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.</p>
<p>Suggested Modifications for Special Education, English Language Learners and Gifted Students:</p> <p>Special Education*:</p> <ul style="list-style-type: none"> ● Collaboration between Content Education and Special Education teachers ● Preferential seating ● Printed and highlighted notes 					

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- Modified test/quizzes/worksheets/written assignments
- Repetition of directions and refocus activities
- Read test/quiz/assessment questions orally if needed
- Allow for more time on assessments and assignments

MLL:

- Collaboration between Content Education and ELL teachers
- Use of audio tapes when applicable
- Use of translation dictionary when applicable
- Provide for oral performance
- Allow use of computer or other technological device
- Highlight notes
- Use of graphic organizers
- Peer liaison
- Visual aids

Gifted Students

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Promote self-directed and self-initiated learning
- Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/ Use:

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google apps, iAmerica app, Microsoft Office apps

Cross Curricular/ 21st Century Connections:

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.