

# TOWNSHIP OF UNION PUBLIC SCHOOLS



# World History

Adopted: April 24, 2024

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**Adopted: Unit Title: World History Era # 1: The Emergence of the First Global Age: Global Interactions and Colonialism**

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**Grade level: 9 Timeframe: 5 weeks**

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### **Core Ideas**

The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on **NJDOE SS Standard: 6.2.12 World History**

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### **Guiding Questions**

1. What factors led to the beginning of the First Global Age, including exploration and expansion of empires?
2. How did the exchange of goods, ideas, and cultures impact both the Old World and the New World during the Age of Exploration?
3. What were the major motivations and goals of European colonial powers in the New World and other parts of the world?
4. What were the effects of European colonization on indigenous populations, including their societies, cultures, and economies?
5. How did the Columbian Exchange transform diets, agriculture, and economies on both sides of the Atlantic Ocean?
6. What role did technology, such as navigational advancements and weaponry, play in the success of European exploration and colonization?
7. How did religious and cultural factors influence the interactions between European colonizers and indigenous peoples?
8. What were the social and economic consequences of the transatlantic slave trade on African societies and the Americas?
9. How did the establishment of European empires in Asia, Africa, and the Americas lead to the development of a global trade network?

## Performance Expectations

### Standards (Taught and Assessed)

- 6.2.12.GeoSV.1.a Spatial Views of the World
- 6.2.12.GeoPP.1a Human Population Patterns
- 6.2.12.GeoGE.1.b Global Economy
- 6.2.12.GeoGE.1.c-d Global Economy
- 6.2.12.HistoryCC.1.a-g Continuity and Change

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

1. Classroom Discussions:
  - o Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.
  - o

## Instructional Plan

### Pre-Assessment and Reflection

**KWL Chart:** Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.  
Pre-Test

### Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

Digital Copies of Unit Notes  
 Extended Time  
 Writing Templates  
 Graphic Organizers  
 Reduce Length of Prompt  
 Verbal and Written Instructions  
 Flexible / Preferential Seating  
**KWL Chart:** Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that \_\_\_\_\_," "I want to learn more about \_\_\_\_\_," and "I learned that \_\_\_\_\_"

SLO – <b>WALT</b> We are learning to/that	<b>Student Strategies</b>	<b>Formative Assessment</b>	<b>Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<p><b>WALT 6.2.12</b> Determine the role of natural resources in European exploration, colonization, and settlement patterns.</p> <p><b>WALT 6.2.12</b> Determine the role of climate in European exploration, colonization, and settlement patterns.</p> <p><b>WALT 6.2.12</b> Determine the role of topography in European exploration, colonization, and settlement patterns.</p> <p><b>WALT 6.2.12</b> 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.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p><u>Instructional Strategies and Activities</u></p> <p><u>District Textbook</u></p> <p><u>Primary and Secondary Source Analysis Strategies</u></p> <p><u>Online Textbook - Peer Edited by College Professors</u></p> <p><u>ReadWorks</u></p> <p><u>ActivelyLearn</u></p> <p><u>NewsELA</u></p> <p><u>Digital Museums</u></p> <p><u>Digital History Database</u></p> <p><u>Africans in America</u></p> <p><b>Unit Specific</b></p> <p><b>Explorer Biography Activity</b> - Students will research an explorer and create a biography. <u>Activity Resources</u></p>	<p><b>Extended Time:</b></p> <ul style="list-style-type: none"> <li>o Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> <li>o <b>Digital Tools:</b> <ul style="list-style-type: none"> <li>o Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</li> <li>o <b>Sensory Supports:</b> <ul style="list-style-type: none"> <li>o Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</li> </ul> </li> </ul> </li> </ul>



<p><b>WALT 6.2.12</b> Assess the role of mercantilism in stimulating European expansion through trade.</p> <p><b>WALT 6.2.12</b> Assess the role of mercantilism in stimulating European expansion through conquest.</p> <p><b>WALT 6.2.12</b> Determine the effects of increase in global trade and the importation of gold and silver from the New World on inflation in Europe.</p> <p><b>WALT 6.2.12</b> Assess the 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><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p><b>Graphic Organizers:</b> Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p><b>Jigsaw Activity:</b> Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p><b>One-Minute Papers:</b> Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p><b>Interactive Map Activity -</b> Students will create maps depicting trade routes and Colonial occupations by European Nations. <a href="#">Activity Resource</a></p> <p><b>Columbian Exchange Activity-</b> Students will create a recipe list of a dish they choose that depicts ingredients from both the New and Old World. <a href="#">Activity Resource</a></p> <p><b>Colonization and the Slave Trade Activity -</b> Students will research primary sources from slave voyages and determine the scope and geographical locations of the slave trade. <a href="#">Activity Resources</a></p> <p><b>Slave Trade Triangle Trade Map Activity -</b> Students will create of map of the triangle trade system including the exact geographical sites of the Trans-Atlantic Slave Trade. <a href="#">Activity Resource</a></p>	<p><b>Assistive Technology:</b></p> <ul style="list-style-type: none"> <li>Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</li> </ul> <p><a href="#">See additional modifications here.</a></p>
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<p><b>WALT 6.2.12</b> Assess the political 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><b>WALT 6.2.12</b> Assess the social, 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><b>WALT 6.2.12</b> Assess the impact of economic policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p>			<p><b>Colonization of Asia</b> <b>Timeline Activity -</b> Students will use sources to understand colonization in the eastern hemisphere. <u>Activity Resource</u></p> <p><b>Empire Building</b> <b>Simulation -</b> Students will create empires based on primary source information on various empires in Asia and the Middle East. <u>Activity Resource</u></p> <p><b>Islamic Influence of European Art and Science Activity -</b> Students will use primary sources to understand Islamic influence on art, science, and mathematics in Europe. <u>Activity Resource</u></p>	
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**WALT 6.2.1.4**

Assess the impact of political policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

**WALT 6.2.12**

Assess the impact of social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

**WALT 6.2.12**

Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa by the mid-18th century.

**WALT 6.2.12**

Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Asia by the mid-18th century.

<p><b>WALT 6.2.12</b> Use geographic representations to assess changes in political boundaries and the impact of European political and military control in the Americas by the mid-18th century.</p>				
<p><b>WALT 6.2.12</b> Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p>	<p><u>Instructional Strategies and Activities</u></p> <p><u>District Textbook</u></p> <p><u>Primary and Secondary Source Analysis Strategies</u></p> <p><u>Online Textbook - Peer Edited by College Professors</u></p> <p><u>ReadWorks</u></p> <p><u>ActivelyLearn</u></p> <p><u>NewsELA</u></p> <p><u>Digital Museums</u></p> <p><u>Digital History Database</u></p> <p><u>Africans in America</u></p>	<p><b>Extended Time:</b></p> <ul style="list-style-type: none"> <li>○ Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> <li>○ <b>Digital Tools:</b> <ul style="list-style-type: none"> <li>○ Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</li> </ul> </li> </ul>

**Use of Primary Sources:**  
Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

**Discussion Participation:**  
Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

**Kahoot or Quizlet Live:**  
Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

**Peer Review:** Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

**Socratic Seminars:**  
Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.

**Graphic Organizers:**  
Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.

**Sensory Supports:**  
Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

**Assistive Technology:**

- Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.

See additional modifications [here](#).

<p><b>WALT 6.2.12</b> Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) were more effective than others in maintaining control of their empires</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p>	<p><b>Jigsaw Activity:</b> Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p><b>One-Minute Papers:</b> Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p>	<p><b>Instructional Strategies and Activities</b>  <a href="#">District Textbook</a>  <a href="#">Primary and Secondary Source Analysis Strategies</a>  <a href="#">Online Textbook - Peer Edited by College Professors</a>  <a href="#">ReadWorks</a>  <a href="#">ActivelyLearn</a>  <a href="#">NewsELA</a>  <a href="#">Digital Museums</a>  <a href="#">Digital History Database</a>  <a href="#">Africans in America</a></p>
<p><b>WALT 6.2.12</b> Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam.</p>	<p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with</p>	<p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p>	<p><b>Extended Time:</b></p> <ul style="list-style-type: none"> <li>○ Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> <li>○ <b>Digital Tools:</b> <ul style="list-style-type: none"> <li>○ Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</li> </ul> </li> </ul>	



<p><b>WALT 6.2.11</b> Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Asia.</p> <p><b>WALT 6.2.12</b> Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) provided the necessary tools for European exploration and conquest.</p> <p><b>WALT 6.2.12</b> Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth.</p> <p><b>WALT 6.2.12</b> Compare and contrast the economic policies of China and Japan, and determine the desire for colonies.</p>	<p>primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p><b>Graphic Organizers:</b> Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p>	<p>o <b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p> <ul style="list-style-type: none"> <li>o Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</li> </ul> <p><u>See additional modifications <a href="#">here</a>.</u></p>
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<p><b>WALT 6.2.12</b> Compare and contrast the economic policies of China and Japan, and determine the relative positions of China and Japan within the emerging global economy.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p>	<p><u>Instructional Strategies and Activities</u></p> <p><u>District Textbook</u></p> <p><u>Primary and Secondary Source Analysis Strategies</u></p> <p><u>Online Textbook - Peer Edited by College Professors</u></p> <p><u>ReadWorks</u></p> <p><u>ActivelyLearn</u></p> <p><u>NewsELA</u></p> <p><u>Digital Museums</u></p> <p><u>Digital History Database</u></p>	<p><b>Extended Time:</b></p> <ul style="list-style-type: none"> <li>○ Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> <li>○ <b>Digital Tools:</b> <ul style="list-style-type: none"> <li>○ Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</li> </ul> </li> </ul>

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Africans in America

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See additional modifications [here](#).

		<p><b>Jigsaw Activity:</b> Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p><b>One-Minute Papers:</b> Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	
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**Benchmark Assessment 1**

<p><b>Benchmark Assessment</b></p> <p>1. <b>Primary Source Analysis Essay:</b></p> <ul style="list-style-type: none"> <li>o Provide students with a set of primary sources on Colonization and ask them to write an essay that analyzes and interprets these sources, addressing specific questions or prompts.</li> </ul>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed.</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> <p><u>See additional modifications here.</u></p>
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**Benchmark Assessment 2**

<p><b>Benchmark Assessment</b></p> <p>Assessment on the social implications of marginalized groups during the Age of Colonization, including the contemporary issues countries face as a legacy of a former colonized nation.</p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>
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**Summative Assessments**

**Summative Assessment**

1. **Unit Exam:**
  - o Administer a comprehensive exam that covers the major events, figures, and concepts of global interactions and Colonization.

**Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**

ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

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At risk: Individualized as needed.

IEP/504: Modifications/ Accommodations as stated in IEP

[See additional modifications here.](#)

**Interdisciplinary Connections**

**Interdisciplinary Connections**

**Reading Standards for Informational Text (RI):**

1. **RI.6-8.1:** Cite textual evidence to support analysis of what the text says explicitly and to make inferences.
2. **RI.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
3. **RI.6-8.3:** Analyze the interactions between individuals, events, and ideas in a text.

**Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**

ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

At risk: Individualized as needed.

4. **R.~8.4:** Determine the meaning of words and phrases as they are used in a text.

**Writing Standards (W):**

- 10. **W.6-8.1:** Write arguments to support claims with clear reasons and relevant evidence.
- 11. **W.6-8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- 12. **W.6-8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 13. **W.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

N.J.S.A. 18A:35-28, **Holocaust/Genocide Education**  
The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

Individuals with Disabilities and LGBT statute (N.J.S.A. 18A:35-4.35-6)

Diversity, Equity & Inclusion Mandate - N.J.S.C. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41

IEP/504: Modifications/ Accommodations as stated in IEP

See additional modifications here.



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**Unit Title: World History Era # 2: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)**

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**Grade level: 9**      **Timeframe: 4 weeks**

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**Core Ideas**

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The influence of ideology among the changing ideals surrounding theology, and man's place in the world gives way to eras like the Renaissance, Reformation, Scientific Revolution and Enlightenment Periods. The ideals and achievements during this movement lead to widespread global implications and create the foundation for a shift in governance moving forward.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.2.12 World History

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**Guiding Questions**

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1. What were the key characteristics of the Renaissance period, and how did it differ from the Middle Ages?
2. Who were some of the most influential artists, writers, and thinkers of the Renaissance, and what were their contributions?
3. How did the Renaissance impact art, architecture, and literature?
4. What role did humanism play in shaping Renaissance thought and culture?
5. How did the main causes and grievances that led to the Protestant Reformation?
6. Who were the key figures in the Reformation, and what were their beliefs and contributions?
7. How did the spread of Protestantism impact the Catholic Church and religious practices in Europe?
8. What were the consequences of religious wars and conflicts during the Reformation era?
9. How did the Reformation contribute to the development of modern religious and political ideas?
10. What were the major breakthroughs and discoveries of the Scientific Revolution?
11. Who were some of the prominent scientists of this era, and what were their contributions?
12. How did the Scientific Revolution challenge existing beliefs and the authority of the Church?
13. What were the connections between the Scientific Revolution and advancements in technology and medicine?
14. How did the Scientific Revolution pave the way for the Enlightenment?
15. What were the core principles and ideas of the Enlightenment, and how did they differ from earlier periods?
16. Who were the key philosophers of the Enlightenment, and what were their major works and beliefs?
17. How did Enlightenment ideas influence government, politics, and the concept of individual rights?
18. What were the effects of Enlightenment thinking on society, education, and religious tolerance?
19. How did the Enlightenment contribute to the development of modern democracy and the American and French Revolutions

## Performance Expectations

### Standards (Taught and Assessed)

- 6.2.12.CivicsPR.2.a Process, Rules, and Law
- 6.2.12.GeoPP.2.a Human Population Patterns
- 6.2.12.EconGE.2.a Global Economy
- 6.2.12.HistoryCC.2.a--b-c Continuity and Change
- 6.2.12.HistoryJP.2.a Understanding Perspectives

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

1. **Classroom Discussions:**
  - Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

## Instructional Plan

Pre-Assessment and Reflection	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>KWL Chart:</b> Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it. Pre-Test</p>	<p>Digital Copies of Unit Notes Extended Time Writing Templates Graphic Organizers Reduce Length of Prompt Verbal and Written Instructions Flexible / Preferential Seating</p> <p><b>KWL Chart:</b> Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____." See additional modifications here.</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>WALT 6.1.12</b> Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves.</p> <p><b>WALT 6.1.12</b> Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed their physical and spiritual worlds</p> <p><b>WALT 6.1.12</b> Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).</p> <p><b>WALT 6.1.12</b> Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p><b>WALT 6.1.12</b> Determine the factors that led to the Reformation and the impact on European politics.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p> <p><b>Unit Specific</b> <b>Renaissance Art Gallery Activity</b> - Students will walk through a gallery of Renaissance art and Medieval art and determine the differences between them. <a href="#">Activity Resource</a></p>	<p><b>Extended Time:</b></p> <ul style="list-style-type: none"> <li>Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> </ul> <p><b>Digital Tools:</b></p> <ul style="list-style-type: none"> <li>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</li> </ul> <p><b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p>

<p><b>WALT 6.1.12</b> Make an evidence-based argument explaining the impact and development of religion in Europe on the political development of the colonies in the New World.</p>	<p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>	<p><b>Renaissance Innovation Activity</b> - Students will research an invention or innovation created during the Renaissance Period from the perspective of European and Islamic countries. <a href="#">Activity Resources</a></p>	<p><b>Assistive Technology:</b></p> <ul style="list-style-type: none"> <li>○ Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</li> </ul> <p>See additional <a href="#">modifications here</a>.</p>
<p><b>WALT 6.1.12</b> Make an evidence-based argument explaining the impact and development of religion in Europe on the cultural development of the colonies in the New World.</p>			<p><b>Islamic Contributions in math during the Renaissance</b> - Students will view and describe art geometric design created in the Middle East during the Renaissance. <a href="#">Activity Resource</a></p>	
<p><b>WALT 6.1.12</b> Relate the development of more modern banking and financial systems to European economic influence in the world.</p>		<p><b>Graphic Organizers:</b> Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p>	<p><b>Printing Press and Cultural Exchange Activity</b> Students will research how the printing press allowed for people to facilitate the advancement of ideas. <a href="#">Activity Resource</a></p>	
<p><b>WALT 6.1.12</b> Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in the Muslim / Islamic empires of the Middle East.</p>		<p><b>Jigsaw Activity:</b> Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p><b>One-Minute Papers:</b> Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p><b>Enlightenment Document Analysis</b> - Students will read excerpts from key Enlightenment documents. <a href="#">Activity Resource</a></p>	

<p><b>WALT 6.1.12</b> Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in North Africa.</p> <p><b>WALT 6.1.12</b> Determine the reasons for the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p><b>WALT 6.1.12</b> Determine the consequences of the centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p>			<p><b>European Powers and Global Influence Presentation</b> - Students will create a presentation on the global influence of a particular European power. <a href="#">Activity Resource</a></p>
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<p><b>Benchmark Assessment 1</b> <b>Benchmark Assessment</b></p>	<p><b>1. Primary Source Analysis Essay:</b></p> <ul style="list-style-type: none"> <li>o Provide students with a set of primary sources on the Renaissance and ask them to write an essay that analyzes and interprets these sources, addressing specific questions or prompts.</li> </ul>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed.</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> <p><a href="#">See additional modifications here.</a></p>
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## Benchmark Assessment 2

<p><b>Benchmark Assessment</b></p> <p>Assessment on the social implications of the Scientific Revolution and the Enlightenment, including how science and religion clash in allowing mankind to find the answers to universal questions.</p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed.</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> <p>See additional modifications here.</p>
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## Summative Assessments

<p><b>Summative Assessment</b></p> <p>1. <b>Unit Exam:</b></p> <ul style="list-style-type: none"> <li>o Administer a comprehensive exam that covers the major events, figures, and concepts of the Renaissance, Scientific Revolution, and the Enlightenment Period.</li> </ul>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed.</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> <p>See additional modifications here.</p>
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## Interdisciplinary Connections

<p><b>Interdisciplinary Connections</b></p> <p><b>Reading Standards for Informational Text (RI):</b></p> <p>1. <b>RI.6-8.1:</b> Cite textual evidence to support analysis of what the text says explicitly and to make inferences.</p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>
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2. **RI.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
3. **RI.6-8.3:** Analyze the interactions between individuals, events, and ideas in a text.
4. **RI.6-8.4:** Determine the meaning of words and phrases as they are used in a text.

**Writing Standards (W):**

10. **W.6-8.1:** Write arguments to support claims with clear reasons and relevant evidence.
11. **W.6-8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
12. **W.6-8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
13. **W.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 14.

N.J.S.A. 18A:35-28, **Holocaust/Genocide Education**  
 The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

Individuals with Disabilities and LGBT statute (N.J.S.A. 18A:35-4.35-6)

Diversity, Equity & Inclusion Mandate - N.J.S.C. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41

GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

At risk: Individualized as needed.

IEP/504: Modifications/ Accommodations as stated in IEP

[See additional modifications here.](#)



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**Unit Title: World History Era # 3: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)**

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**Grade level: 9**      **Timeframe: 7 weeks**

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**Core Ideas**

The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.2.12 World History

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**Guiding Questions**

1. What were the key technological innovations that marked the beginning of the Industrial Revolution?
  2. How did the Industrial Revolution impact the lives of workers, both positively and negatively?
  3. How did the Industrial Revolution contribute to the growth of capitalism and the emergence of the modern economic system?
  4. What were the social and economic consequences of the shift from agrarian societies to industrialized ones?
  5. What were the major social reform movements that arose in response to the challenges of industrialization?
  6. How did the Industrial Revolution influence global trade and the interconnectedness of nations?
  7. What is imperialism, and how did it relate to the Industrial Revolution and the expansion of global markets?
  8. What were the driving forces behind the imperialist expansion of European powers in the 19th and early 20th centuries?
  9. What were the consequences of imperialism on colonized regions in terms of culture, economy, and political structures?
  10. How did imperialism impact the acquisition and exploitation of natural resources in colonized territories?
  11. What role did the Scramble for Africa play in the imperialist competition for resources?
  12. How did imperialism contribute to the development of a global economic system and trade networks?
  13. What were the arguments for and against imperialism during this period, and how did they evolve over time?
  14. What were the long-term effects of imperialism on the geopolitical landscape and global relations.
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## Performance Expectations

### Standards (Taught and Assessed)

- 6.2.12.CivicsPI.3.a Civic and Political Institutions
- 6.2.12.CivicsPD.3.a-b Participation and Deliberation
- 6.2.12.HistoryCC.2.a-b-c Continuity and Change
- 6.2.12.GeogI.3.a Global Interconnections
- 6.2.12.EconET.3.a-b Economic Ways of Thinking
- 6.2.12.HistoryUP.3.a Understanding Perspectives

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

1. **Classroom Discussions:**
  - Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

## Instructional Plan

### Pre-Assessment and Reflection

<p><b>KWL Chart:</b> Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.</p> <p>Pre-Test</p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <ul style="list-style-type: none"> <li>Digital Copies of Unit Notes</li> <li>Extended Time</li> <li>Writing Templates</li> <li>Graphic Organizers</li> <li>Reduce Length of Prompt</li> <li>Verbal and Written Instructions</li> <li>Flexible / Preferential Seating</li> </ul> <p><b>KWL Chart:</b> Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____"</p> <p>See additional modifications here.</p>
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SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>WALT 6.2.12</b> Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, and natural resources in different regions of the world.</p> <p><b>WALT 6.2.12</b> Construct a claim based on evidence regarding the interrelationships between nationalism, and natural resources in different regions of the world.</p> <p><b>WALT 6.2.12</b> Construct a claim based on evidence regarding the interrelationships between global markets, and natural resources in different regions of the world.</p> <p><b>WALT 6.2.12</b> Construct a claim based on evidence regarding the interrelationships between imperialism, and natural resources in different regions of the world.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p>	<p><b>Extended Time:</b></p> <ul style="list-style-type: none"> <li>Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> </ul> <p><b>Digital Tools:</b></p> <ul style="list-style-type: none"> <li>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</li> </ul> <p><b>Sensory Supports:</b></p> <p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p>

<p><b>WALT 6.2.12</b> Analyze the relationship between industrialization and the rise of democratic and social reforms.</p> <p><b>WALT 6.2.12</b> Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social changes in the world.</p> <p><b>WALT 6.2.12</b> Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about economic changes in the world.</p> <p><b>WALT 6.2.12</b> Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914.</p> <p><b>WALT 6.2.12</b> Make evidence-based inferences regarding the impact of imperialism.</p>	<p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p><b>Graphic Organizers:</b> Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p><b>Jigsaw Activity:</b> Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p><b>One-Minute Papers:</b> Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p><b>Unit Specific Resource research activity</b> - Students will choose a raw material to research that was used during the Industrial Revolution. Investigating the geographic location of the material along with its scarcity will be explored. <u>Activity Resource</u></p> <p><b>Printing Press Activity</b> - students will research the Printing Press and how it contributed to the Protestant Revolution. <u>Activity Resource</u></p> <p><b>Technological Advance and Globalization Activity</b> - Students analyze how technology has facilitated globalization and interconnectedness. <u>Activity Resource</u></p> <p><b>Imperialism Mapping Activity</b> - Students create maps illustrating the territories colonized by European powers in Asia and Africa. <u>Activity Resource</u></p>	<p><b>Assistive Technology:</b></p> <ul style="list-style-type: none"> <li>○ Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</li> <li>○ See additional modifications <a href="#">here</a>.</li> </ul>
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**WALT 6.2.12**  
Analyze the extent to which racism was both a cause and consequence of imperialism.

**WALT 6.2.12**  
Evaluate the impact of imperialism from multiple perspectives.

**WALT 6.2.12**  
Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.

**WALT 6.2.12**  
Analyze the impact of the policies of different European colonizers on indigenous societies.

**WALT 6.2.12**  
Explain the responses of indigenous societies to imperialistic rule.

**WALT 6.2.12**  
Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

**Impact of Colonial Practices Activity** - Students research and present the impact of specific colonial policies on education, culture, and social structures in Asia and Africa. [Activity Resource](#)

**Economic Policy Assessment** - Students analyze economic policies implemented in various countries and assess their effects on economic growth and stability. [Activity Resource](#)

**Latin American Revolution Timeline** - Students create a timeline of Latin American revolutions and their outcomes, highlighting key events and leaders. [Activity Resource](#)

**19th Century British Urbanization and Industrialization** - Analyze maps and statistics to understand how the Industrial Revolution led to urbanization and the growth of cities. [Activity Resource](#)

<p><b>WALT 6.2.12</b> Cite evidence describing how and why various ideals became driving forces for reforms in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).</p> <p><b>WALT 6.2.12</b> Cite evidence describing how and why various ideals became driving forces for revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).</p> <p><b>WALT 6.2.12</b> Analyze the interrelationships between the "agricultural revolution," and patterns of landholding in 19th century Britain. WALT 6.2.12 Analyze the interrelationships between population growth and patterns of landholding in 19th century Britain.</p>			<p><b>Primary Source Analysis of Working Conditions during the Industrial Revolution</b> - Students analyze primary source documents from the Industrial Revolution era to understand the conditions and experiences of workers. <a href="#">Activity Resource</a></p>	
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**WALT 6.2.12**

Analyze the interrelationships between industrialization and patterns of landholding in 19th century Britain.

**WALT 6.2.12**

Analyze the interrelationships between specialization of labor, and patterns of landholding in 19th century Britain.

**WALT 6.2.12**

Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

**WALT 6.2.12**

Use data and evidence to compare and contrast the struggles for women's suffrage in Europe and North America and evaluate the degree to which each movement achieved its goals.

**WALT 6.2.12**  
Use data and evidence to compare and contrast the struggles for workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.

**WALT 6.2.12**  
Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government.

**WALT 6.2.12**  
Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for reform.

**WALT 6.2.12**  
Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for revolution.

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**Benchmark Assessment 1**

**Benchmark Assessment**

1. **Primary Source Analysis Essay:**
  - o Provide students with a set of primary sources on the Industrial Revolution and ask them to write an essay that analyzes and interprets these sources, addressing specific questions or prompts.

**Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**

ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

At risk: Individualized as needed.

IEP/504: Modifications/ Accommodations as stated in IEP

See additional modifications here.

**Benchmark Assessment 2**

**Benchmark Assessment**

Assessment on the social, political, and economic implications of the Industrial Revolution, including the global consequences of imperialism and global resource markets.

**Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**

ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

At risk: Individualized as needed.

IEP/504: Modifications/ Accommodations as stated in IEP

See additional modifications here.

**Summative Assessments**

<p><b>Summative Assessment</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p>1. <b>Unit Exam:</b></p> <ul style="list-style-type: none"> <li>o Administer a comprehensive exam that covers the major events, figures, and concepts of the Industrial and Economic Revolutions from a global perspective.</li> </ul>	<p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed.</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> <p><u>See additional modifications here.</u></p>

**Interdisciplinary Connections**

**Interdisciplinary Connections**

<p><b>Reading Standards for Informational Text (RI):</b></p> <ol style="list-style-type: none"> <li>1. <b>RI.6-8.1:</b> Cite textual evidence to support analysis of what the text says explicitly and to make inferences.</li> <li>2. <b>RI.6-8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary.</li> <li>3. <b>RI.6-8.3:</b> Analyze the interactions between individuals, events, and ideas in a text.</li> <li>4. <b>RI.6-8.4:</b> Determine the meaning of words and phrases as they are used in a text.</li> </ol> <p><b>Writing Standards (W):</b></p> <ol style="list-style-type: none"> <li>10. <b>W.6-8.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</li> <li>11. <b>W.6-8.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.</li> <li>12. <b>W.6-8.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> </ol>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed.</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> <p><u>See additional modifications here.</u></p>
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13. **W.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

N.J.S.A. 18A:35-28, **Holocaust/Genocide Education**

The **Amistad Bill** (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

Individuals with Disabilities and LGBT statute (N.J.S.A. 18A:35-4.35-6)

Diversity, Equity & Inclusion Mandate - N.J.S.C.18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41



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**Unit Title: World History Era # 4: Half-Century of Crisis and Achievement**

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**Grade level: 9**      **Timeframe: 7.5 weeks**

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**Core Ideas**

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The Era of the Great Wars Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.2.12 World History

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**Guiding Questions**

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1. How did the rise of nationalism contribute to tensions among European nations before WWI and WWII?
  2. How did nationalism influence the formation and dissolution of empires during this period?
  3. How did imperialism lead to territorial disputes and conflicts among major powers before WWI and WWII?
  4. What were the economic and political motivations behind imperialistic endeavors?
  5. What were the consequences of imperialistic policies on colonized regions and their indigenous populations?
  6. How did the arms race and military build-up in Europe contribute to the outbreak of WWI?
  7. What role did militarism play in the rise of totalitarian regimes in the interwar period leading up to WWII?
  8. How did the military-industrial complex impact national economies and politics during this time?
  9. How did industrialization lead to economic competition among nations in the late 19th and early 20th centuries?
  10. How did technological advancements during the Industrial Revolution impact the strategies and outcomes of WWI and WWII?
  11. What were the social and environmental consequences of rapid industrialization during this era?
  12. How did the combination of nationalism, imperialism, militarism, and industrialization create a volatile environment ripe for international conflict?
  13. What were the major alliances and rivalries that emerged among nations before both World Wars?
  14. How did competition for resources, markets, and prestige contribute to the outbreak of global conflicts?
  15. How did the world wars affect societies, cultures, and economies on a global scale?
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16. What were the human and societal costs of these conflicts, including the rise of totalitarian regimes and the Holocaust?
17. How did these events shape the post-war world and lead to the Cold War era?

## Performance Expectations

### Standards (Taught and Assessed)

- 6.2.12.Civics.PI.4.a-b Civic and Political Institutions
- 6.2.12.Civics.HR.4.a
- 6.2.12.Geo.SP.4.a-b
- 6.2.12.Geo.GI.4.a Global Interconnections
- 6.2.12.Econ.EM.4.a Economic Ways of Thinking
- 6.2.12.History.CC.4.a-b-c

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

1. **Classroom Discussions:**
  - Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

## Instructional Plan

### Pre-Assessment and Reflection

<p><b>KWL Chart:</b> Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it. Pre-Test</p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <ul style="list-style-type: none"> <li>Digital Copies of Unit Notes</li> <li>Extended Time</li> <li>Writing Templates</li> <li>Graphic Organizers</li> <li>Reduce Length of Prompt</li> <li>Verbal and Written Instructions</li> <li>Flexible / Preferential Seating</li> </ul> <p><b>KWL Chart:</b> Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____"</p> <p>See additional modifications here.</p>
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SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>WALT 6.2.12</b> Compare and contrast socialism, communism, fascism, and liberal democracy.</p> <p><b>WALT 6.2.12</b> Analyze the extent to which socialism, communism, fascism, and democracy promote and protect civil, political, social and economic rights for people.</p> <p><b>WALT 6.2.12</b> Explain the reasons for the growth or decline of socialism, communism, fascism, and democracy around the world.</p> <p><b>WALT 6.2.12</b> Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p> <p><b>Unit Specific</b></p> <p><b>Political Ideology Debates</b> - Divide the class into groups, with each group representing one of the ideologies (socialism, communism, fascism, and democracy). <a href="#">Activity Resource</a></p>	<p><b>Extended Time:</b></p> <ul style="list-style-type: none"> <li>Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> </ul> <p><b>Digital Tools:</b></p> <ul style="list-style-type: none"> <li>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</li> </ul> <p><b>Sensory Supports:</b></p> <p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p>

<p><b>WALT 6.2.12</b> Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.</p>	<p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>	<p><b>Political Cartoon Analysis</b> - students will analyze political cartoons describing the factors leading to WWI. <a href="#">Activity Resource</a></p> <p><b>New Deal Simulation</b> - Organize a simulation where students take on the roles of government officials, economists, and citizens during the Great Depression.</p>	<p><b>Assistive Technology:</b></p> <ul style="list-style-type: none"> <li>○ Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</li> </ul> <p>See additional <a href="#">modifications here.</a></p>
<p><b>WALT 6.2.12</b> 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><b>WALT 6.2.12</b> Analyze government responses to the Great Depression and their consequences.</p> <p><b>WALT 6.2.12</b> Analyze the response to the Great Depression and the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.</p>		<p><b>Graphic Organizers:</b> Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p><b>Jigsaw Activity:</b> Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p>	<p><b>Holocaust Memorial Projects</b> - students will create memorial projects (e.g., artwork, poetry, essays) to honor the memory of Holocaust victims and reflect on the causes and consequences. <a href="#">Activity Resource</a></p> <p><b>Writing Response to Documentary</b> - Screen documentaries such as "Nanking" (2007) or "The Chinese Massacre of 1937" (2012) and facilitate discussions on the events and responses. <a href="#">Resource Activity</a></p>	
<p><b>WALT 6.2.12</b> Determine how geography impacted military strategies and major turning points during World War II.</p>		<p><b>One-Minute Papers:</b> Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		



**WALT 6.2.12**

Assess government responses to incidents of ethnic cleansing and genocide.

**WALT 6.2.12**

Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust.

**WALT 6.2.12**

Assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

**WALT 6.2.12**

Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

**WWI Population Change**

**Activity** - students will be provided data on population changes before and after WWI in various countries.

Students will then create graphs and analyze the demographic impact.

[Resource Activity](#)

<p><b>WALT 6.2.12</b> 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>				
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**Benchmark Assessment 1**

<p><b>Benchmark Assessment</b></p> <p>1. <b>Primary Source Analysis Essay:</b></p> <ul style="list-style-type: none"> <li>○ Provide students with a set of primary sources on the factors leading to WWI addressing specific questions or prompts.</li> </ul>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. At risk: Individualized as needed. IEP/504: Modifications/ Accommodations as stated in IEP See additional modifications here.</p>
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**Benchmark Assessment 2**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Assessment on the effects of the Treaty of Versailles on post WWI Germany and the factors leading the world into WWII.	ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  At risk: Individualized as needed.  IEP/504: Modifications/ Accommodations as stated in IEP  <u>See additional modifications here.</u>

**Summative Assessments**

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
1. <b>Unit Exam:</b> <ul style="list-style-type: none"><li>o Administer a comprehensive exam that covers Nationalism, Imperialism, Militarism, and Industrialization, and their effects on two global conflicts.</li></ul>	ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  At risk: Individualized as needed.  IEP/504: Modifications/ Accommodations as stated in IEP  <u>See additional modifications here.</u>

**Interdisciplinary Connections**  
**Interdisciplinary Connections**

	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<p><b>Reading Standards for Informational Text (RI):</b></p> <ol style="list-style-type: none"> <li><b>RI.6-8.1:</b> Cite textual evidence to support analysis of what the text says explicitly and to make inferences.</li> <li><b>RI.6-8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary.</li> <li><b>RI.6-8.3:</b> Analyze the interactions between individuals, events, and ideas in a text.</li> <li><b>RI.6-8.4:</b> Determine the meaning of words and phrases as they are used in a text.</li> </ol> <p><b>Writing Standards (W):</b></p> <ol style="list-style-type: none"> <li><b>W.6-8.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</li> <li><b>W.6-8.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.</li> <li><b>W.6-8.3:</b> Write narratives to develop real or imagined experiences or events using effective technique; relevant descriptive details, and well-structured event sequences.</li> <li><b>W.6-8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ol> <p>N.J.S.A. 18A:35-28, <b>Holocaust/Genocide Education</b>  The <b>Amistad</b> Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.</p> <p>Individuals with Disabilities and LGBT statute (N.J.S.A. 18A:35-4.35-6)  Diversity, Equity &amp; Inclusion Mandate - N.J.S.C. 18A:35-4.36a  Laura Wooten Law: N.J.S.A. 18A:35-41</p>	<p><b>ELL:</b>Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p><b>GT:</b>Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/ Accommodations as stated in IEP  <u>See additional modifications here.</u></p>

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**Unit Title: World History Era # 5: The 20th Century Since 1945**

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**Grade level: 9**      **Timeframe: 7.5 weeks**

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**Core Ideas**

Challenges for Modern World Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.2.12 World History

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**Guiding Questions**

1. What were the major challenges faced by nations in rebuilding their economies and infrastructure after World War II?
  2. How did the global balance of power shift as a result of the war, and what impact did this have on international relations?
  3. How did the establishment of the United Nations contribute to efforts to maintain peace and promote international cooperation after World War II?
  4. What role has the United Nations played in addressing global conflicts and humanitarian issues?
  5. What factors led to the decolonization process in the mid-20th century, and how did it result in the emergence of new nations?
  6. What challenges did newly independent nations face in terms of governance, development, and national identity?
  7. How did newly independent nations assert their national identities and cultural heritage in the post-colonial era?
  8. What role did cultural movements, literature, and art play in shaping national identities?
  9. How did globalization and international trade shape the economic development of newly independent nations?
  10. What challenges and opportunities did globalization present in terms of economic growth and modernization?
  11. How did regional conflicts and tensions impact the stability of newly formed nations, and what efforts were made to maintain peace and security?
  12. What role did international peacekeeping missions play in addressing conflicts and preventing further violence?
  13. What role did post-war human rights movements play in advocating for social justice and equality on a global scale?
  14. How did international organizations address issues such as apartheid, civil rights, and women's rights?
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## Performance Expectations

### Standards (Taught and Assessed)

- 6.2.12.CivicsPI.5.a-b Civic and Political Institutions
- 6.2.12.CivicsHR.5.a Human and Civil Rights
- 6.2.12.HistoryCC.5.a Continuity and Change
- 6.2.12.GeOPP.5.a Human Population Patterns
- 6.2.12.GeosV.5.a Spatial Views of the World
- 6.2.12.GeogI.5.a Global Interconnections
- 6.2.12.EconET.5.a-b Economic Ways of Thinking
- 6.2.12.EconGE.5.a Global Economy
- 6.2.12.HistoryCC.5.a Continuity and Change
- 6.2.12.HistoryCC.5.b-c-d-e-f-g-h Continuity and Change

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

1. Classroom Discussions:
  - Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

## Instructional Plan

Pre-Assessment and Reflection	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>KWL Chart:</b> Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.</p> <p style="text-align: right;">Pre-Test</p>	<p>Digital Copies of Unit Notes Extended Time Writing Templates Graphic Organizers Reduce Length of Prompt Verbal and Written Instructions Flexible / Preferential Seating</p> <p><b>KWL Chart:</b> Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____" See additional modifications here.</p>



SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>WALT 6.2.12</b> Explain how World War II led to aspirations for self-determination.</p> <p><b>WALT 6.2.12</b> Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p> <p><b>WALT 6.2.12</b> Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p> <p><b>WALT 6.2.12</b> Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p><u><a href="#">Instructional Strategies and Activities</a></u></p> <p><u><a href="#">District Textbook</a></u></p> <p><u><a href="#">Primary and Secondary Source Analysis Strategies</a></u></p> <p><u><a href="#">Online Textbook - Peer Edited by College Professors</a></u></p> <p><u><a href="#">ReadWorks</a></u></p> <p><u><a href="#">ActivelyLearn</a></u></p> <p><u><a href="#">NewsELA</a></u></p> <p><u><a href="#">Digital Museums</a></u></p> <p><u><a href="#">Digital History Database</a></u></p> <p><u><a href="#">Africans in America</a></u></p>	<p><b>Extended Time:</b></p> <ul style="list-style-type: none"> <li>Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> </ul> <p><b>Digital Tools:</b></p> <ul style="list-style-type: none"> <li>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</li> </ul> <p><b>Sensory Supports:</b></p> <p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p>

<p><b>WALT 6.2.12</b> Explain how and why differences in ideologies and policies between the United States and the USSR resulted in the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).</p>	<p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p><b>Graphic Organizers:</b> Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p>	<p><b>Unit Specific</b> <b>WWII Presentations -</b> Students will make presentations on the historical background leading up to World War II and how it affected the aspirations for self-determination. <u>Resource Activity</u></p> <p><b>Soviet Union Timeline</b> -students will create a timeline of key events leading to the collapse of the Soviet Union. <u>Activity Resource</u></p> <p><b>Geographical Map Activity</b> - Provide students with maps of the United States and the world. Ask them to identify key geographical features that have influenced U.S. foreign policy and decisions to expand its influence. <u>Resource Activity</u></p>	<p><b>Assistive Technology:</b></p> <ul style="list-style-type: none"> <li>Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</li> </ul> <p>See additional <a href="#">modifications here</a>.</p>
<p><b>WALT 6.2.12</b> Analyze the reasons for the Cold War and the collapse of the Soviet Union.</p>		<p><b>Jigsaw Activity:</b> Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p><b>One-Minute Papers:</b> Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		
<p><b>WALT 6.2.12</b> Evaluate the impact of the collapse of the Soviet Union on changing national boundaries in Eastern Europe and Asia.</p>				
<p><b>WALT 6.2.12</b> Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union to expand and protect their spheres of influence.</p>				

**WALT 6.2.12**

Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the United States to expand and protect their spheres of influence.

**WALT 6.2.12**

Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.

**WALT 6.2.12**

Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India.

**WALT 6.2.12**

Assess the impact of Gandhi's methods of civil disobedience and passive resistance and determine how his methods were later used by people from other countries.

**WALT 6.2.12**

Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.

**Market Competition Case Study**

- Assign students a case study on a specific industry or company that operates within a free-market capitalist system. Have them research how market competition influences prices, quality, and innovation. Resource Activity

**South Asia Post Independence Activity**

- Provide students with maps of South Asia highlighting countries, major cities, and key geographic features. Ask students to label and analyze the data to understand the geographical context of post-independence struggles. Resource Activity

**Latin America**

**Presentations** - students research projects to investigate the economic effects of colonialism on Latin American nations, including the exploitation of resources and labor. Activity Resource

<p><b>WALT 6.2.12</b> Use geographic data to interpret the factors of post-independence struggles in South Asia.</p> <p><b>WALT 6.2.12</b> Use geographic data to interpret the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.</p> <p><b>WALT 6.2.12</b> Relate the lingering effects of colonialism to the efforts of Latin American nations to build stable economies and national identities.</p> <p><b>WALT 6.2.12</b> Relate the lingering effects of colonialism to the efforts of African nations to build stable economies and national identities.</p> <p><b>WALT 6.2.12</b> Compare and contrast the methods used by African and Asian countries to achieve independence.</p>			<p><b>Timeline of Independence in Africa -</b> Students will research events leading up to independence in African nations. <u>Resource Activity</u></p> <p><b>Nonviolence Movement Activity -</b> Explore the life and philosophy of Mahatma Gandhi, including his advocacy for nonviolent resistance (Satyagraha). Discuss the impact of nonviolent methods in the Indian independence movement. <u>Activity/ Resource</u></p> <p><b>Contemporary Migration Writing Activity -</b> Assign students a writing assignment by researching contemporary migration issues, such as forced displacement, refugee crises, or climate-induced migration. <u>Resource Activity</u></p>	
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<p><b>WALT 6.2.12</b> Relate the lingering effects of colonialism to the efforts of Asian nations to build stable economies and national identities.</p> <p><b>WALT 6.2.12</b> 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.</p> <p><b>WALT 6.2.12</b> Assess the influence of television and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p><b>WALT 6.2.12</b> Assess the influence of the Internet, on the creation and diffusion of cultural and political information worldwide.</p> <p><b>WALT 6.2.12</b> Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights.</p>				
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<p><b>WALT 6.2.12</b> Analyze the structure and goals of the United Nations and evaluate the organization's ability to mediate conflicts, and ensure peace.</p>	<p><b>WALT 6.2.12</b> Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.</p>	<p><b>WALT 6.2.12</b> Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world.</p>	<p><b>WALT 6.2.12</b> Evaluate women's progress toward social equality, economic equality, and political equality in various countries.</p>	<p><b>WALT 6.2.12</b> Assess the impact of the international arms race, and nuclear proliferation on international politics from multiple perspectives.</p>				
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<p><b>WALT 6.2.12</b> Assess the impact of the space race on international politics from multiple perspectives.</p>				
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**Benchmark Assessment 1**

<p><b>Benchmark Assessment</b></p> <p>1. <b>Primary Source Analysis Essay:</b></p> <ul style="list-style-type: none"> <li>○ Provide students with a set of primary sources on the emergence of independent nations and competing ideologies creating conflict in the post world war world. Use these sources to address specific questions or prompts.</li> </ul>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed.</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> <p><u>See additional modifications here.</u></p>
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**Benchmark Assessment 2**

<p><b>Benchmark Assessment</b></p> <p>Assessment on the effects of international migration and technological improvements on limited natural resources.</p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed.</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> <p>See additional modifications here.</p>
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**Summative Assessments**

<p><b>Summative Assessment</b></p> <p>1. <b>Unit Exam:</b></p> <ul style="list-style-type: none"> <li>○ Administer a comprehensive exam that covers the challenges of a post world war global society on resources, human rights, and migrations.</li> </ul>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed.</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> <p>See additional modifications here.</p>
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**Interdisciplinary Connections  
Interdisciplinary Connections**

**Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**

**Reading Standards for Informational Text (RI):**

1. **RI.6-8.1:** Cite textual evidence to support analysis of what the text says explicitly and to make inferences.
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3. **RI.6-8.3:** Analyze the interactions between individuals, events, and ideas in a text.
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12. **W.6-8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

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## Unit Title: World History Era # 6: Contemporary Issues in Our Modern Global Society

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Grade level: 9      Timeframe: 6 weeks

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### Core Ideas

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

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.2.12 World History

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### Guiding Questions

1. How has technological innovation transformed the way we live, work, and communicate in the 21st century?
  2. What are the ethical considerations surrounding the development and use of emerging technologies such as artificial intelligence and biotechnology?
  3. How has globalization and economic interdependence reshaped the world economy, and what are the implications for individual nations?
  4. What role do international trade agreements and organizations play in promoting economic cooperation and resolving disputes?
  5. How are changes in population growth rates, aging populations, and migration patterns affecting societies and economies worldwide?
  6. What are the social, economic, and environmental consequences of varying population trends across regions?
  7. How do issues related to the use and depletion of natural resources, such as water scarcity and deforestation, impact global sustainability and geopolitical stability?
  8. What strategies can nations and international organizations employ to promote responsible resource management?
  9. How are concerns about climate change, pollution, and habitat destruction shaping international agreements and policies aimed at protecting the environment?
  10. What role do technological innovations play in addressing environmental challenges?
  11. How do contemporary global issues, such as territorial disputes and conflicts over resources, influence international relations and alliances?
  12. What role does diplomacy and international cooperation play in addressing these conflicts?
  13. How has increased cultural exchange, facilitated by technology and globalization, affected the preservation of cultural identities and traditions?
  14. What are the benefits and challenges of cultural diversity in a globalized world?
  15. How do issues related to human rights violations and social justice resonate on a global scale, and what role can individuals play as global citizens?
  16. How can international organizations and movements advocate for human rights and equality?
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## Performance Expectations

### Standards (Taught and Assessed)

- 6.2.12.CivicsPI.6.a Civic and Political Institutions
- 6.2.12.CivicsHR.6.a
- 6.2.12.GeOPP.6.a
- 6.2.12.EconGE.6.a-b

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

1. Classroom Discussions:
  - o Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

## Instructional Plan

<b>Pre-Assessment and Reflection</b>	
<p><b>KWL Chart:</b> Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it. Pre-Test</p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>Digital Copies of Unit Notes Extended Time Writing Templates Graphic Organizers Reduce Length of Prompt Verbal and Written Instructions Flexible / Preferential Seating <b>KWL Chart:</b> Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____" See additional modifications here.</p>

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>WALT 6.2.12</b> Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.</p> <p><b>WALT 6.2.12</b> Evaluate the effectiveness of responses by governments on tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p><b>WALT 6.2.12</b> Evaluate the effectiveness of international organizations on tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p><b>WALT 6.2.12</b> Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p><u><a href="#">Instructional Strategies and Activities</a></u></p> <p><u><a href="#">District Textbook</a></u></p> <p><u><a href="#">Primary and Secondary Source Analysis Strategies</a></u></p> <p><u><a href="#">Online Textbook - Peer Edited by College Professors</a></u></p> <p><u><a href="#">ReadWorks</a></u></p> <p><u><a href="#">ActivelyLearn</a></u></p> <p><u><a href="#">NewsELA</a></u></p> <p><u><a href="#">Digital Museums</a></u></p> <p><u><a href="#">Digital History Database</a></u></p> <p><u><a href="#">Africans in America</a></u></p>	<p><b>Extended Time:</b></p> <ul style="list-style-type: none"> <li>o Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> </ul> <p><b>Digital Tools:</b></p> <ul style="list-style-type: none"> <li>o Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</li> </ul> <p><b>Sensory Supports:</b></p> <p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p>



<p><b>WALT 6.2.12</b> Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding environmental sustainability and its impact on human rights.</p>	<p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p><b>Peer Review...</b> ave students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>	<p><b>Unit Specific</b> <b>Multinational Organization Case Study</b>- students will conduct a case study on a global health initiative led by multinational organizations (e.g., WHO's efforts to combat diseases). <a href="#">Activity Resource</a></p>	<p><b>Assistive Technology:</b></p> <ul style="list-style-type: none"> <li>Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations. See <a href="#">additional modifications here</a>.</li> </ul>
<p><b>WALT 6.2.12</b> Make evidence-based inferences to determine the global impact of increased population growth and changes in urban-rural populations on natural resources and land use.</p>		<p><b>Graphic Organizers:</b> Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p>	<p><b>Solutions to Urban Challenges Activity</b> - students will get into groups and research a specific urbanization-related challenge (e.g., traffic congestion, waste management). The research will culminate with a proposed sustainable solution to the challenge. <a href="#">Resource Activity</a></p>	
<p><b>WALT 6.2.12</b> Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances and social inequalities.</p>		<p><b>Jigsaw Activity:</b> Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p><b>One-Minute Papers:</b> Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p><b>Water Resource Management Activity</b> -Organize a classroom simulation where students represent urban planners, agricultural communities, and environmentalists. Discuss how competing interests affect water resource management in urbanizing regions. <a href="#">Activity Resource</a></p>	

<p><b>WALT 6.2.1.2</b> Evaluate efforts of governmental, non-governmental, and international organizations to address climate change, health and/or illiteracy.</p>		<p><b>Debates on National Sovereignty vs. Global Environmental Agreements</b> - students take on roles as representatives of different countries and argue for or against adherence to global environmental agreements. <u>Resource Activities</u></p>	
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**Benchmark Assessment 1**  
**Benchmark Assessment**

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**Benchmark... Assessment 2**

<p><b>Benchmark Assessment</b></p> <p>Assessment on the effects of inequities in technological innovations and its effect on the global population and migratory decisions of people.</p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed.</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> <p>See additional modifications here.</p>
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**Summative Assessments**

<p><b>Summative Assessment</b></p> <p>1. <b>Unit Exam:</b></p> <ul style="list-style-type: none"> <li>o Administer a comprehensive exam that covers the issues of technological innovation, and global economic interdependence on natural resources and population challenges.</li> </ul>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p>ELL: Model and Provide Examples. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed.</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p> <p>See additional modifications here.</p>
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