# TOWNSHIP OF UNION PUBLIC SCHOOLS



Humanities

July 21, 2020

#### Mission Statement

citizens of our global community. diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as The mission of the Township of Union Public Schools is to build on the foundations of honesty,

### **Philosophy Statement**

school operates as a partner with the home and community conducive to the needs of all students in general, providing therein for individual differences. The function of the Township of Union Public School System is to formulate a learning climate concepts through its educational practices. It is the belief of the Board of Education that a primary The Township of Union Public School District, as a societal agency, reflects democratic ideals and

#### **Course Description**

comprehensive view of civilization's values and psychological outlook. a culture. A course in the Humanities is designed to fill this gap. In doing so, it provides students with a much more arenas. While these areas are crucial, often overlooked are the products of creative human imagination that define the essence of Many social studies courses present chronological history by focusing on events from the socioeconomic and politica

serves as a compliment to cultural studies courses. The curriculum will cover, in depth, the products of human imagination and creativity, by placing them in their cultural and historical context. These include philosophy, literature, music, architecture, and the visual arts. This college level course expands the knowledge base provided by the World History course from freshman year. It also

Areas of study will include:

- Culture in Pre History/River Valley Civilizations
- Ancient Greece
- Ancient Rome
- Early Christianity/Byzantine Culture
- The Middle Ages
- The Renaissance and Reformation
- The Scientific Revolution/The Age of Reason
- 19th Century Revolutions
- The 20th Century

documents, individual and group analysis, as well as an extensive collection of art, music, and literature will supplement the core material. There will be opportunities for student-centered hands on work on artistic projects. A variety of strategies and processing skills will be incorporated to communicate the content of the course. Primary source

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Pre-History	9
Unit 2: Ancient Greece	18
Unit 3: Ancient Rome	13
Unit 4: Judeo-Christian/Byzantine	8
Unit 5: The Middle Ages	14
Unit 6: Renaissance/Enlightenment	18
Unit 7: Scientific Revolution/Age of Reason	19
Unit 8: 19th Century Revolutions	29
Unit 9: 20th Century	32

## Unit Standards Overview

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	Content-Specific Practices
	Content-Specific Practices

Unit 2 Ancient Greece	Suggested Resources Provide links to spassic resources/activities	Unit 1 Pre-History
6.2.8.B.3.b	Textbook: Humanities of the http://teachinghistory.org/ https://www.readworks.org/ https://www.lgbtqhistory.org/lgbt-rhttps://www.lgbtqhistory.org/lgbt-rhttps://sheg.stanford.edu/ https://sheg.stanford.edu/ https://studentsofhistory.org/ https://studentsofhistory.org/ https://www.moma.org/morhttps://www.njamistadcurricuhttp://besthistorysites.net/p	6.2.8.D.1.a 6.2.8.D.1.a 6.2.8.D.1.b 6.2.8.D.2.a 6.2.8.D.2.c 6.2.8.D.2.c 6.2.8.D.2.d 6.2.8.D.2.d 6.2.8.D.3.b
Examine the roots of Greek culture geographically.	Textbook: Humanities of the Western World.  http://teachinghistory.org/ https://www.readworks.org/ https://www.lgbtqhistory.org/lgbt-rights-timeline-in-american-history/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for- social-studies https://sheg.stanford.edu/ https://sheg.stanford.edu/ https://studentsofhistory.org/google-classroom-history/ https://www.moma.org/momalearning/artsafari/index.html https://www.njamistadcurriculum.net/history/unit/ancient-africa http://besthistorysites.net/prehistory/	Identify artifacts from Paleolithic religion and art.  Explain the development of civilization in river valleys.  Recognize/describe the characteristics of Mesopotamian art and architecture.  Examine the development of philosophical and religious thought in early civilizations.  Recognize/describe the conventions Egyptian art and architecture.  Identify the differences between Minoan and Mycenaean cultural values and gender roles.
of guest speakers	terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentari es/Films	Annotations and close reading activities     Classroom     Discussions, Socratic seminars, and Debates     Analysis of graphic organizers and notes     Annotated Timelines     Teacher and student led PowerPoint Presentations     Class Trips to applicable historical sites/monuments     Definitions of key

Unit 4 Judeo-Christian/Byzantine	Suggested Resources Provide links to spatfic resources / activities						
6.2.8.D.3.d 6.2.8.D.4.f	Textbook: <u>Humanities of the http://teachinghistory.org/</u> https://www.readworks.org/ https://www.teachingchannesocial-studies https://sheg.stanford.edu/ https://studentsofhistory.org/ https://studentsofhistory.org/ https://www.moma.org/morhttps://www.nationalgeograrome/				6.2.8.D.3.e		6.2.8.A.3.a 6.2.8.D.3.h
Trace the evolution of monotheism and analyze the similarities and differences between Judaism	Textbook: Humanities of the Western World.  http://teachinghistory.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for- social-studies https://sheg.stanford.edu/ https://sheg.stanford.edu/ https://studentsofhistory.org/google-classroom-history/ https://studentsofhistory.org/momalearning/artsafari/index.html https://www.nationalgeographic.org/media/teaching-idea-ancient- rome/	Identify the thematic elements of Roman painting.	Examine Roman skill in engineering and architecture.	Investigate the use of sculpture as political propaganda	Compare Roman urban planning and mass entertainment to modern America	Examine Roman written and verbal arts.	Analyze the role of cults and philosophical schools in a violent culture.
							- Constant

Unit 5 The Middle Ages 6.2.8.D.4.a 6.2.8.D.4.a 6.2.8.D.3.d 6.2.8.D.4.b 6.2.8.D.4.b 6.2.8.D.4.d 6.2.8.D.4.d 6.2.8.D.4.d 6.2.8.D.4.d 6.2.8.D.4.d	Textbook: Humanities of the http://teachinghistory.org. https://www.teachingchar.social-studies  Suggested Resources Provide Index or pusific https://sheg.stanford.edu/https://studentsofhistory.org/https://www.khanacadenhistory/medieval-times/lbyzantine-empirehttps://www.moma.org/https://www.moma.org/	
Establish the cultural foundations of the medieval mind.  Examine the evolution of Christianity and the Catholic Church throughout the Middle Ages  Compare the Islamic outlook with the Christian.  Study the achievements of the Islamic world and	Textbook: Humanities of the Western World.  http://teachinghistory.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for- social-studies https://sheg.stanford.edu/ https://sheg.stanford.edu/ https://studentsofhistory.org/google-classroom-history/ https://www.khanacademy.org/humanities/world- history/medieval-times/byzantine-empire/a/the-rise-of-the- byzantine-empire https://www.moma.org/momalearning/artsafari/index.html	Describe the characteristics of early Christian and Byzantine art and architecture

Unit 6 Renaissance/ Enlightenment	Suggested Resources Provide links to specific resources/activities	
6.2.8.D.4.d  Analyze the factors and trends that contributed to the onset of the Renaissance.  6.2.12.D.2.a  Contrast the outlook of Italian Humanism with previous eras.  Evaluate the Humanist outlook through notable	Textbook: Humanities of the Western World. http://teachinghistory.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for- social-studies https://sheg.stanford.edu/ https://studentsofhistory.org/google-classroom-history/ https://study.com/academy/topic/the-early-middle-ages-high-school- world-history-lesson-plans.html https://www.mooma.org/moomalearning/artsafari/index.html	Investigate techniques and styles of Medieval architecture  Analyze the harmonic structure of Medieval music  Trace the transition of the visual arts from the Medieval toward a more modern style.  Analyze the factors that contributed to the breakdown of the medieval psychology.

Renaissance writers.  6.2.12.D.2.d  Analyze western harmonic theory.  Apply the principles of Humanism to Its architecture and structure.  Examine the evolution of painting from approaches to reform.  Textbook: Humanities of the Western World. https://teachinghistory.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.reachingchannel.org/blog/2014/08/07/fresh-its social-studies https://sharemylesson.com/subject/renaissance https://sharemylesson.com/subject/renaissance https://sharemylesson.com/subject/renaissance national identities.  6.2.12.A.2.b  Trace the development of Modern Eur national identities.  6.2.12.B.2.a  Assess new scientific ideas on a philos level.  6.2.12.D.2.d  Examine Baroque architecture and socio-political setting.	Unit 7 Scientific Revolution/Age of Reason	Suggested Resources Provide links to specific resources/activities		
alian 1450-1600.  Heas-for- sophical sophical	Trace the development of Modern European national identities.  Assess new scientific ideas on a philosophical level.  Examine Baroque architecture and sculpture in socio-political setting.	Textbook: Humanities of the Western World. https://teachinghistory.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for- social-studies https://sheg.stanford.edu/ https://sheg.stanford.edu/ https://studentsofhistory.org/google-classroom-history/ https://sharemylesson.com/subject/renaissance https://www.moma.org/momalearning/artsafari/index.html	manism to Italian  painting from 1450-1  Catholic and Protes	

Unit 8 19th Century Revolutions	Suggested Resources Provide links to specific resources/activities						
6.2.12.A.3.a Assess and contrast the social upheavals of the French and Industrial Revolutions.  6.2.12.A.3.c Investigate the influence of politics on culture during the	Textbook: Humanities of the Western World. http://teachinghistory.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for- social-studies https://sheg.stanford.edu/ https://studentsofhistory.org/google-classroom-history/ https://studentsofhistory.org/age-of-reason.htm https://www.allabouthistory.org/age-of-reason.htm https://www.moma.org/momalearning/artsafari/index.html	Analyze the elements of Neo-Classical music. Investigate the contradictory nature of "genius"	Identify the artistic and technical elements of N Classicism in the arts.	Evaluate the Enlightenment's approach to hun nature and morality	Examine the nature of the Enlightenment and far reaching effects.	Establish the principles of Baroque musical theory.	Identify the major styles of Baroque painting.

									2 3 3 3 4	6.2.12.C.3.d 6.2.12.A.3.e	6.2.12.D.3.b	6.2.12.C.3.c	62.12.D.3.a	6,2,12,A.3,b
Evaluate the evolving role of women in a more modern society during the 1800's.	Point out examples of cultural diffusion caused by the phenomenon of imperialism.	Identify characteristics of 19th century architecture and sculpture.	Study the development of painting techniques as technology progresses.	Connect 19 Century literature to the evolution of society.	Outline the development of national identities in the Industrial Age.	Trace the theoretical and national development of music throughout the 1800's.	Distinguish between Romantic and Realist art.	Evaluate the soundness of Marxist theory.	Discuss the controversy between science and faith.	Compare and contrast new social philosophies in an evolving class structure.	Compare and contrast social reform ideas in England and Germany.	Analyze the legacy of Ludwig von Beethoven as a musical icon.	Examine all areas of Romanticism as the major artistic force of the early 19 <sup>th</sup> century.	

Assess the validity of Freud's theories/Evaluate Freud's ideas in their original concept.
Examine the causes and results of the underlying social malaise and neurosis that grows as the end of the 19th century approaches.
Textbook: <u>Humanities of the Western World.</u>
https://www.readworks.org/
https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies
https://sheg.stanford.edu/ https://shidentsofhistory.org/google-classroom-history/
https://owlcation.com/humanities/Imperialism-Revolution-and-
Industrialization-in-Nineteenth-Century-Europe
https://www.moma.org/momalearning/artsafari/index.html
6 2 12 D 2 d Establish a foundation for examining the 20 <sup>th</sup> century mind.
Examine the roots of 19th century existentialism.
Evaluate the world outlook of early, religiously based  6.2.12.D.4.k.4   existential thinkers
C.C.: 4. U.C.a
6.2.12.D.3.d art.
6.2.12.D.5.c Solition advantors in payoringly to 20 contain iterature.

https://studentsonnstony.org/googie-classiconin-nistony/ https://study.com/academy/lesson/jazz-age-lesson-plan.html https://www.moma.org/momalearning/artsafari/index.html	https://www.history.com/news/gay-culture-roaring-twenties-prohibition	https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-	Textbook: Humanities of the Western World.  http://teachinghistory.org/	Trace the evolution of Rock & Roll.	Examine cinema as its own unique visual art form	Compare Asian systems of philosophy to Western existentialism.	Examine photography as its own unique visual art form	Trace and analyze the evolution of Jazz	Trace the evolution of Postwar architecture	Establish the principles that define "art"	Examine how competitive artists influence each other.	Examine the phenomenon of the blues
olan.html  ex.html	rohibition .	fresh-ideas-for-			sual art form.	y to Western	ue visual art form.	<b>Z</b>	ecture.		ence each other.	<b>ў.</b>

#### Curricular Units

	Unit 1: Pre-History	e-History	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices	Standard Mastery Examples (The Student will be able to:)
6.2.8.D.1.c		Annotations and close reading activities	Define Key Terms
discoveries are used to	Identify artifacts from Paleolithic	Classroom Discussions, Socratic seminars, and	Analyze Primary Resources
develop and enhance	religion and art.	Debates Analysis of graphic organizers	Discuss Differing Perspectives
understanding of the prior to	Explain the development of civil	and notes	Answer DBQs
TAXION LOCATO	ization in river	Annotated Timelines	Croate Broomtetions and
6.2.8.C.1.b	valicys.	PowerPoint Presentations	PowerPoints
Determine the impact of		Definitions of key terms and	)
technological		Individual/Group Presentations	Carrie Book and Carrie Book an
advancements on		Document Based Question	Analyze Various Forms of Media
hunter/gatherer and		analysis and essays	
agrarian societies.		Written responses to queries Summary and Analysis of	Visual presentation of Paleolithic sculpture and cave painting.
		Videos/Documentaries/Films	
6.2.8.D.1.a	Recognize/describe the	Annotations and close reading activities	
Demonstrate an understanding of pre-	characteristics of Mesopotamian art and	Classroom Discussions, Socratic seminars, and Debates	Define Key Terms
agricultural periods in terms of relative length of	architecture.	Analysis of graphic organizers and notes	Analyze Primary Resources
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		A Timelines	Jination Differing Decementings
time.		Teacher and student led	Discuss Differing her spectives
		PowerPoint Presentations  Definitions of key terms and	Answer DBQs
6.2.8.D.1.b		concepts	Create Presentations and
Describe how the	How were languages	Individual/Group Presentations	PowerPoints
development of both	developed in early civilizations?	analysis and essays	Class Debates
languages impacted		Written responses to queries	Analyze Various Forms of Madia
human understanding,		Videos/Documentaries/Films	nicely to a control of models
development of culture,			
and social structure.			
6.2.8.A.2.a			
Explain how/why different			
early river valley			
similar forms of			
government and legal			
structures.			
6.2.8.D.2.b		Annotations and close reading	
Explain how the		Classroom Discussions,	
development of written		Socratic seminars, and Dehates	Define Key Terms
aspects of life in early	Examine the development of	Analysis of graphic organizers	Analyze Primary Resources
river valley civilizations.	thought in early civilizations.	Annotated Timelines	Discuss Differing Perspectives
	,	Teacher and student led	•
6.2.8.D.2.c		Definitions of key terms and	Answer DBQs
led to the rise and fall of	Recognize/describe the	concepts   Individual/Group Presentations	Create Presentations and
various early river valley		individual Orock	PowerPoints

PowerPoints  Class Debates	Deal ment Beard Or setter		
	concepts Individual/Group Presentations		
Cleate Flesentations and	PowerPoint Presentations Definitions of key terms and		civilizations.
Crosto Discontations and	Annotated Timelines		political, economic, and social structures of classical
	Analysis of graphic organizers	•	and foreigners in the
Discuss Differing Dereportions	Socratic seminars, and	al values and gender roles.	rights and responsibilities of
Analyze Primary Resources	Classroom Discussions,	Minoan and Mycenaean cultur	Compare and contrast the
ing Define Key Terms	Annotations and close reading		6.2.8.A.3.b
			over time.
			river valley civilizations
			achievements of the early
			Evaluate the importance and
			6.2.8.D.2.d
			valley civilizations.
			wallow sixilizations
			in various early river
			government, and culture
		civilizations.	religion on daily life,
		the early river valley	Apply the impact of
Portraits in Western Art"			6.2.8.D.2.a
	Videos/Documentaries/Films		growth and decline.
Analyze Various Forms of Media	Written responses to queries		was a common pattern of
Class Debates		chitecture.	determine whether there

analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films
Demonstration of post and lintel architectural process

		when not on task.
	d. Provide modified assessments when necessary.	e. Establish a non-verbal cue to redirect student
	teacher.	d. Extended time on assessments when needed.
	<ul> <li>Preferred seating to be determined by student and</li> </ul>	c. Model and provide examples
c. Provide Assessments at a Higher Level of Thinking	b. Extended time on assessments when needed.	organizers/study guides to reinforce key topics.
b. Extension/Challenge Questions	study guides to reinforce key topics.	b. Students may be provided with note
a. Use of Higher Level Questioning Techniques	a. Students may be provided with note organizers /	a. Read written instructions/Google translate
Gifted and Talented When possible provide links to specific samples), documents/ assignments/etc.	Special Education / 504 When possible provide lines to spajis samples (documents) assignments/etc.	English Language Learners (ELL) When possible, provide links to specific samples/documents/ assignments/etc.
	Unit I Suggested Modifications/Accommodations/Extension Activities	UniT
		Tickets, Study guides,
Tests, Quizzes, Projects		Group Discussions, Graphic Organizers, Class Participation, Exit
Summative Assessment Index to spetiti samples   documents   ussignments   en-	Surain vents/ assignments/es:. When possible, provide links to	Hormative Assessment  When possible, provide links to specific samples! documents! assignments! etc.
	Unit I Assessment Plan	

Cintil	Unit I Connections
NJSLS - Technology  When possible, propide links in specific camples / documents / assignments / esc.  Refer to the NI Technology Standards	Careet Readiness Practices  When possible, provide links to specifi samples/ documents/ assignments/ etc.  Refer to the NI Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects	CRP1. Act as a responsible and contributing citizen and employee. CRP2.
personal and academic interests, achievements, and career	Apply appropriate academic and technical skills.
aspirations by using a variety of digital tools and resources.	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
8.1.12.A.2: Produce and edit a multi-page digital document for a	CRP5. Consider the environmental, social and economic impacts of
commercial or professional audience and present it to peers and/or	decisions.
professionals in that related area for review.	CRP6. Demonstrate creativity and innovation.
	CRP8. Utilize critical thinking to make sense of problems and persevere in
8.1.12.A.4: Construct a spreadsheet workbook with multiple	solving them.
worksheets, rename tabs to reflect the data on the worksheet, and	CRP9. Model integrity, ethical leadership and effective management.
॥ अहा मार्था विकास का निर्वारमा निर्वारमा निर्वारमा का नि	CRP11. Use technology to enhance productivity.

worksheets to convey the results.	
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills  When possible, provide links to specific samples/ documents/ assignments/etc.  Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible provide links to specific BLA(Math/Sci/SS standards as well as samples/ documents/ assignments/ets. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Art: Studies of different artists and eras in art history
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

	Unit 2: An	Unit 2: Ancient Greece	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to spesific samples/ documents/ assignments/ etc.
6.2.8.B.3.b		Annotations and close reading	Define Key Terms
Explain how geography	Examine the roots of Greek	activities	,
and the availability of	Culture geographically	Classroom Discussions, Socratic	Analyze Primary Resources
	caltaic geograpilically.	seminars, and Debates	,
ilaturai resources leo to		Analysis of graphic organizers and	Discuss Differing Perspectives
both the development		notes	
of Greek city-states	Identify the major	Annotated Timelines	Answer DBQs
and to their decline.	principles of Greek	Teacher and student led	
	humanism.	PowerPoint Presentations	Create Presentations and
6.2.8.D.3.c		concents	PowerPoints
Evaluate the	Outline the major periods	Individual/Group Presentations	Class Debates
importance and	and styles of Greek art.	Document Based Question analysis	Ciass Depares
		and essays	

Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Formative Assessment  When possible, provide links: to specific samples/ documents/ assignments/etc.	Unit 2.4
	Tests, Quizzes, Projects	Summative Assessment  When possible, provide links to specific samples/ documents/ assignments/ etc.	Assessment Plan

Unit 2 S	Unit 2 Suggested Modifications/Accommodations/Extension Activities	n Activities
English Language Learners (ELL)  When possible, provide links to spessfe samples / documents/ assignments / etc.	Special Education / 504 When possible, provide links, to peoffic samples/ documents/ assignments/etc.	Gifted and Talented
a. Read written instructions	<ul> <li>a. Students may be provided with note organizers /</li> </ul>	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key	<ul> <li>Extended time on assessments when needed.</li> </ul>	c. Provide Assessments at a Higher Level of Thinking
topics.	c. Preferred seating to be determined by student and	d. greatsocialstudies.com (Enrichment Activities)
c. Model and provide examples	teacher.  d. Provide modified assessments when necessary.	
needed.		

21st Century Skills When possible, provide links to specific samples [ documents ] assignments [ etc.   When possible	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  CRP4. Commercial or professions and/or decisions.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career Apply appraisabilities by using a variety of digital tools and resources.  CRP1. Act	NJSLS - Technology  When possible provide links to specific samples/ documents/ assignments/ etc.  When possible provide links to specific samples/ documents/ assignments/ etc.  When possible provide links to specific samples/ documents/ assignments/ etc.
Interdisciplinary Connections When passible, provide links to specific ELA/Math/Sd/SS standards as well as samples/ documents/		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	Career Readthess Practices  When postible, provide lines to specific samples/ documents/ assignments/etc.  Refer to the NI Career Readiness Practices

Refer to the 21st Century Life and Skills	Refer to the NJ Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	Stem: Architectural Projects
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Art: Studies of different artists and eras in art history
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

	Unit 3: Ancient Rome	ient Kome	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (The Student will be able to:)
6.2.8.A.3.a	and the state of t	Annotations and close reading	Define Key Terms
	Examine the values of	activities	
Compare and contrast	Roman chronology.	Classtoom Discussions, Socratic seminars, and Debates	Analyze Primary Resources
the methods (i.e.,	Applying the role of oute and	Analysis of graphic organizers and	Discuss Differing Perspectives
philosophies and	philosophical schools in a	Annotated Timelines	Answer DBQs
buse princes, and	violent culture.	Teacher and student led	
pureaucranc structures)		PowerPoint Presentations	Create Presentations and
used by the rulers of		Definitions of key terms and	PowerPoints
Rome, China, and India	i	concepts	
to control and unify their	Examine Roman written and	Individual/Group Presentations	Class Debates
expanding empires.	verbal arts.	Document Based Question analysis	
() () () () () () () () () () () () () (		and essays	Analyze Various Forms of
の い ぬ フ ュ ト		Written responses to queries	Media
Determine common		Videos/Documentaries/Films	Foundational discussion on the

Roundtable discussion on the general Roman outlook, and how philosophy can help one live a good life in a decadent society.		painting.	shaped the values and decisions of the classical civilizations.
		Identify the thematic elements of Roman	which religion, economic issues, and conflict
Analyze Various Forms of Media	Written responses to queries Summary and Analysis of Videos/Documentaries/Films		6.2.8.D.3.e Determine the extent to
Class Debates	Individual/Group Presentations Document Based Question analysis	engineering and architecture.	
Create Presentations and PowerPoints	PowerPoint Presentations Definitions of key terms and	Examine Roman skill in	and China over time.
Answer DBQs	Annotated Timelines Teacher and student led	C	the major achievements
Discuss Differing Perspectives	Analysis of graphic organizers and notes	sculpture as political propaganda	Evaluate the importance and enduring legacy of
Analyze Primary Resources	Classroom Discussions, Socratic	Investigate the use of	6.2.8.D.3.c
Define Key Terms	Annotations and close reading activities	e constitution de la constitutio	
G e e e e e e e e e e e e e e e e e e e		America	India, and Han China.
fundamentally different from		entertainment to modern	Roman Empire, Gupta
"personality" of the Romans	11011	Compare Roman urban	factors that contributed to

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Interdisciplinary Connections  Let to specific BLA/Math/Sci.SS standards as well as samples/ documents/ assignment/atc.  Refer to the NJ Student Learning Standards	Interdisci When possible, provide tinks to spedjis EL A Refer to the N	nents/assignments/etc. <u>d Skills</u>	21st Century Skills When passible, provide links to specific samples (documents) assignments) ess Refer to the 21st Century Life and Skills
		database consisting of and explain the report	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.	CRP8. Utilize critical thinking to make sense of solving them. CRP9. Model integrity, ethical leadership and eff CRP11. Use technology to enhance productivity.	k with multiple n the worksheet, and and data from all	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
	CRP4. Communicate clearly and effectively a CRP5. Consider the environmental, social and decisions.  CRP6. Demonstrate creativity and innovation.	gital document for a sent it to peers and/or	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	CRP1. Act as a responsible and c Apply appropriate academic and I CRP3. Attend to personal health	o which reflects ts, and career and resources.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
S  Career Readiness Practices  When possible provide links to specific sample [ documents   assignments   etc.  Refer to the N   Career Readiness Practices	Unit 3 Connections  Wien possible provided References		NISIS - Technology  When possible, provide links to people samples (documents) assignments (str.  Refer to the NI Technology Standards
	ETOVERE INCUMENTAL ASSESSMENTS WHEIT DECESSARY.  Student may complete assessments in alternate ring when requested.  Establish a non-verbal cue to redirect student not on task.	e. Student may comple setting when requested. f. Establish a non-veri when not on task.	when not on task.  f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases
a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. greatsocialstudies.com (Enrichment Activities)	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher.	a. Students may be provided with no study guides to reinforce key topics b. Extended time on assessments on the control of the	. v <u>e</u>
OB Activities  Gifted and Talented  When possible provide larks to specific temples ( documents)  assignments ( its.	Unit 3 Suggested Modifications/Accommodations/Extension Activities  Special Education / 504  When possible, provide links to specific samples (documents)  When possible, provide links to specific samples (documents)	Suggested Modification  When possible, provide in  200	Unit 3  Roglish Language Learners (ELL)  When possible, provide links to spacific samples / decomments /  ausignments / etc.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Stem: Architectural Projects

Art: Studies of different artists and eras in art history

	Unit 4: Judeo-	Unit 4: Judeo-Christian/Byzantine	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/ etc.
		Annotations and close reading	Define Key Terms
6.2.8.D.3.d Compare and		activities Classroom Discussions,	Analyze Primary Resources
contrast the tenets of various world	Trace the evolution of monotheism and analyze the	Socratic seminars, and Debates Analysis of graphic organizers	Discuss Differing Perspectives
religions that developed in or	similarities and differences between Judaism and	and notes Annotated Timelines	Answer DBQs
around this time	Christianity.	Teacher and student led  PowerPoint Presentations	Create Presentations and PowerPoints
Buddhism,		Class Trips to applicable	Class Debates
Confucianism,		Definitions of key terms and	Analyze Various Forms of Media
Hinduism, Islam,		concepts Individual/Group	
and Taoism), their patterns of	Describe the characteristics	Presentations  Document Based Question	Roundtable discussion spanning the Ten Commandments, the Beatitudes, St. Paul, Boethius,
	- Mildrid Handrian Commission Com		

	speakers		6.2.8.D.4.f Determine the extent
	Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest	Byzantine art and architecture	responses to the current challenges of globalization.
and Augustine's Confessions	analysis and essays	of early Christian and	expansion, and their

Unit 4:5	Unit 4 Suggested Modifications/Accommodations/Extension Activi	ties
English Language Learnets (BLL) When possible, provide linkes to specific samples/documents/ assignments/etc.	Special Education / 504 When possible, provide links to specific samples/ documents/ assignments/etc.	Gifted and Talented  When passible provide links to sperific samples! documents!  accignments! str.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizets/study guides to reinforce key topics.	<ul> <li>Extended time on assessments when needed.</li> </ul>	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	<ul> <li>c. Preferred seating to be determined by student and</li> </ul>	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	<ul> <li>d. Provide modified assessments when necessary.</li> </ul>	
when not on task.	E. Student may complete assessments in alternate	
<ol> <li>Students may use a bilingual dictionary.</li> </ol>	setting when requested.	
g. Pair Visual Prompts with Verbal		
Presentations		

personal and academic interests, achievements, and career	8.1.12.A.1: Create a personal digital portfolio which reflects	Unit.  NJSLS - Technology  When possible, provide links to specific samples; documents; assignments; etc.  Refer to the N Technology Standards
Apply appropriate academic and technical skills.	CRP1. Act as a responsible and contributing citizen and employee. CRP2.	nit 4 Connections  Carect Readiness Practices  When possible, provide links to specific samples! documents! satignments/etc.  Refer to the N Career Readiness Practices

aspirations by using a variety of digital tools and resources.	CRP3. Attend to personal health and financial well-being.
8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or	CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.
professionals in that related area for review.  8 1 12 A 4. Construct a spreadsheet workhook with multiple	CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in
worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills  When possible, provide links; to specific samples! documents! assignments! etc.  Refer to the 21st Century Life and Skills	Interdisciplinary Connections  When possible, provide links, is specific ELA/Math/Sri/SS standards as well as samples/ documents/ assignments/ets.  Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	Stem: Architectural Projects
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Art. Studies of different artists and eras in art history
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

		and the second second
6.2.8.A.4.a	Content Standards	
Establish the cultural	Critical Knowledge & Skills ("Unpacked" Standards)	Unit 5: The Middle Ages
Annotations and close reading activities Classroom Discussions, Socratic	Content-Specific Practices (when applicable)	Middle Ages
Define Key Terms	Standard Mastery Examples When passible, provide links to specific samples/ documents/ assignments/etc.	

Define Key Terms	Annotations and close reading activities		6.2.8.D.3.d Compare and
		Compare the Islamic outlook with the Christian.	6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
Analyze Various Forms of Media	speakets		had on the lives of various groups of people.
Class Debates	Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of orest	Ages	hierarchy, and evaluate the impact these hierarchical structures
Create Presentations and PowerPoints	concepts Individual/Group Presentations Document Based Question analysis and essays	Examine the evolution of Christianity and the Catholic	Analyze the role of religion and economics in shaping each
Answer DBQs	PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and		western Europe. 6.2.8.D.4.a
Discuss Differing Perspectives	Annotated Timelines Teacher and student led		Empire influenced the Islamic world and
Analyze Primary Resources	seminars, and Debates Analysis of graphic organizers and notes	foundations of the medieval mind.	Determine the extent to which the Byzantine

Class Debates	Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest		Renaissance, the
	Written responses to queries		Determine the factors
PowerPoints	Individual/Group Presentations Document Based Question analysis	contributed to the breakdown of the medieval psychology.	6.2.12.D.2.a
Create Presentations and	Definitions of key terms and concepts	Analyze the factors that	over time.
Answer DBQs	Class Trips to applicable historical sites/monuments		people living Asia, Africa (Islam), Europe
Discuss Differing Perspectives	Annotated Timelines Teacher and student led Description	toward a more modern style.	the major achievements of the
	Analysis of graphic organizers and notes	Trace the transition of the visual arts from the Medieval	importance and enduring legacy of
Analyze Primary Resources	Classroom Discussions, Socratic seminars, and Debates		Evaluate the
Define Key Terms	Annotations and close reading activities		6.2.8.D.4.a
			of European feudalism
			events led to the rise and eventual decline
			6.2.8.D.4.d Determine which
			Muslims, and traders.
			and religious leaders, the crusaders, Jews,
			European political
			perspectives of
			perspectives,
			different
			Crusades from

Analyze Various Forms of Media
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	Tickets, Study guides
Tests, Quizzes, Projects	Group Discussions, Graphic Organizers, Class Participation, Exit
Summative Assessment  When possible, provide links to specific samples/documents/assignments/etc.	Formative Assessment  When possible, provide links to specific samples/ documents/ assignments/vita.
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<b>Lni</b>	Unit-5 Suggested Modifications/Accommodations/Extension Activities	Activities
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
When possible, provide links to specific samples/ documents/	When possible, provide links to specific samples/ documents/	When possible, provide links to specific samples / documents/
assignments/etc	assignments) etc.	assignments/etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	<ul> <li>b. Extended time on assessments when needed.</li> </ul>	c. Provide Assessments at a Higher Level of Thinking
<ul> <li>c. Model and provide examples</li> </ul>	<ul> <li>Preferred seating to be determined by student and</li> </ul>	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	<ul> <li>d. Provide modified assessments when necessary.</li> </ul>	
when not on task.	E. Student may complete assessments in alternate	
<ol> <li>Students may use a bilingual dictionary.</li> </ol>	setting when requested.	
g. Pair Visual Prompts with Verbal	:	
Presentations		
h. Highlight Key Words & Phrases		

Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.	personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
CRP1. Act as a responsible and contributing citizen and employee. CRP2.	8.1.12.A.1: Create a personal digital portfolio which reflects
Career Readiness Practices  When possible, provide links to specific samples/ documents/ assignments/etc.  Refer to the NI Career Readiness Practices	NJSLS - Technology When possible, provide links to specific samples! documents! assignments! etc. Refer to the NI Technology Standards
Unit 5 Connections	. This

8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills  When possible, provide links to spetife samples/ documents/ assignments/etc.  Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possibly provide links to specific ELLA/Math/Sal/SS standards at well as samples/ documents/ attigiments/etc. Refer to the N Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	Stem: Architectural Projects
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Music: Study of various forms of music
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Art: Studies of different artists and eras in art history
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

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activities Classroom Discussions seminars, and Debates	⊳	The second secon	Unit 6: Renaissance/Enlightenment
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activities Classroom Discussions, Socratic seminars, and Debates	Annotations and close reading	Content-Specific Practices (when applicable)	CONTRACTOR
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	Summary and analysis of guest		Greek and Roman
Class Debates	Videos/Documentaries/Films		as from ancient
<u> </u>	Summary and Analysis of		civilizations, as well
	Written responses to queries		Asian and Islamic
	Document Based Question analysis		innovations from
PowerPoints	Individual/Group Presentations		Justify how
Create Presentations and	concepts		6.2.12.D.2.c
Answer DBQs	Definitions of key terms and	and structure.	
	class imps to applicable historical	Humanism to Italian architecture	ideas.
Discuss Differing Perspectives	PowerPoint Presentations	Apply the principles of	dissemination of
	Teacher and student led		developed on the
Analyze Primary Resources	Annotated Timelines		technologies
Dellie Ney Terrilo	notes	•	and other
Dofino Koy Torms	Analysis of graphic organizers and	theory.	the printing press
	Classroom Discussions, Socratic	Analyze western harmonic	Assess the impact of
	activities		6.2.12.D.2.e
	Annotations and close reading		
			North Africa.
			Middle East and
	,		empires of the
	Speakers		Asia and the Muslim
	Videos/Locumentaries/Films		with similar ideas in
	Summary and Analysis of		gender, education)
Media	Written responses to queries		political, social,
Analyze Various Forms of	and essays	writers.	Europe (e.g.,
Class Debates	Document Based Question analysis	through notable Renaissance	Enlightenment in
	Individual/Crown Presentations	Evaluate the Humanist outlook	principle ideas of the
PowerPoints	Definitions of key terms and		Compare the
Create Presentations and	sites/monuments		6.2.12.D.2.a
	Class Trips to applicable historical	Humanism with previous eras.	
Answer DBOs	PowerPoint Presentations	Contrast the outlook of Italian	
Discuss Differing Perspectives	Annotated Limelines		feudalism.
	notes		of European
Analyze Primary Resources	Analysis of graphic organizers and	the Renaissance.	and eventual decline

philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.	Analyze the impact Catholic and Protestant of new intellectual, approaches to reform.	2.d	culture, laid the Examine the evolution of foundation for the painting from 1450-1600 Renaissance.
	Protestant to reform.	Compare and contrast the	
			speakers
			Analyze Various Forms of Media

			h. Highlight Key Words & Phrases
	ısk.	when not on task	Presentations
	f. Establish a non-verbal cue to redirect student	f. Establish a	g. Pair Visual Prompts with Verbal
-	equested.	setting when requested	f. Students may use a bilingual dictionary.
	E. Student may complete assessments in alternate	E. Student may	when not on task.
	<ul> <li>d. Provide modified assessments when necessary.</li> </ul>	d. Provide mo	e. Establish a non-verbal cue to redirect student
		teacher.	d. Extended time on assessments when needed.
d. greatsocialstudies.com (Enrichment Activities)	c. Preferred seating to be determined by student and	c. Preferred s	c. Model and provide examples
c. Provide Assessments at a Higher Level of Thinking	<ul> <li>Extended time on assessments when needed.</li> </ul>	b. Extended t	organizers/study guides to reinforce key topics.
b. Extension/Challenge Questions	study guides to reinforce key topics.	study guides to	<ul> <li>Students may be provided with note</li> </ul>
a. Use of Higher Level Questioning Techniques	a. Students may be provided with note organizers /	a. Students may	a. Read written instructions
assignments) etc.	assignments/etc.	1 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	assignments / etc.
When possible, provide links to specific samples, documents,	When possible, provide links to specific samples ( documents /	When possible	When possible provide links to specific samples / documents/
Gifted and Talented	Special Education / 504		English Language Learners (ELL)
Activities	Unit 6 Suggested Modifications/Accommodations/Extension Activities	it 6 Suggested Mo	-Un
			Tickets, Study guides,
Tests, Quizzes, Projects		ass Participation	Group Discussions, Graphic Organizers, Class Participation, Exit
Summative Assessment When possible, provide links to specific samples [ documents [ assignments   etc.		nents/assignments/esc	Hormative Assessment When possible, provide links to specific samples ( documents / assignments / etc.
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NISLS - Technology  When possible provide links to specific samples / documents / assignments / etc.  Refer to the M Technology Standards	Career Readiness Practices  What possible provide lines to specific samples (documents) assignments (sto.  Refer to the NI Career Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.
8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible, provide links to spesific samples/ documents/ assignments/est. Refer: to the 21st Century Uife and Skills	Interdisciplinary Connections  When possible, provide links to specific ELA/Math/Ss/SS standards as well as samples/ documents/ etc.  assignments/ etc.  Refer to the NJ Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	Stem: Architectural Projects
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Music: Study of various forms of music
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Art: Studies of different artists and eras in art history
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

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Answer DBQs	PowerPoint Presentations Class Trips to applicable historical	Evaluate the Enlightenment's approach to human nature and	with similar ideas in Asia and the Muslim
Define Key Terms Analyze Primary Resources Discuss Differing Perspectives	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led	Examine the nature of the Enlightenment and its far reaching effects.	6.2.12.A.2.a Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender education)
			World.
Analyze Various Forms of Media			became Protestant to the practice of religion in the New
Class Debates	speakets		period into those that remained Catholic and those that
	Videos/Documentaries/Films		during this time
Create Presentations and PowerPoints	and essays Written responses to queries Summary and Analysis of	Establish the principles of Baroque musical theory.	Relate the division of European regions
Answer DBQs	concepts Individual/Group Presentations Document Based Question analysis	Identify the major styles of Baroque painting.	limited monarchy).
Discuss Differing Perspectives	Class Trips to applicable historical sites/monuments Definitions of key terms and	Examine Baroque architecture and sculpture in its socio-political setting.	absolute monarchy and the English
Analyze Primary Resources	Annotated Timelines Teacher and student led PowerPoint Presentations	Assess new scientific ideas on a philosophical level.	centralized nation states in Europe
Define Key Terms	seminars, and Debates Analysis of graphic organizers and notes	Trace the development of Modern European national identities.	reasons for, and the consequences of, the rise of powerful,
	Annotations and close reading activities Classroom Discussions, Socratic		6.2.12.A.2.b Determine the

empires of the	morality	sites/monuments	Create Presentations and
North Africa.		concepts	- Owell Oille
	Identify the artistic and technical	Document Based Ouestion analysis	Class Debates
6.2.12.D.2.d	elements of Neo-Classicism in	and essays	3
Analyze the impact	the arts.	Written responses to queries	Madia Madia
of new intellectual,		Summary and Analysis of	ZI GCI Q
philosophical, and		Videos/Documentaries/Films	Discussion concerning the
scientific ideas on	Analyze the elements of Neo-	speakers	concept of genius
how humans viewed	Classical music.	<i>*</i>	Audio proportation of
themselves and how			selections from Mozart
they viewed their			
physical and spiritual	Investigate the contradictory		
worlds.	nature of "genius".		
6.2.12.A.3.b			
Relate the			
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governments to			
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determination to			
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	9.2.8.B.4 Evaluate how traditional and nontraditional
English: Writing DBQs, NJSLS style prompts	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
Inverdisciplinary Connections  When possible, provide lines to specific EL-4/Math/Sal/SS standards at well as samples/ documents/ assgnments/sta  Refer to the N/Student Learning Standards	21st Century Skills  When passible provide links to specific samples/ documents/ assignments/ etc.  Refer to the 21st Century Life and Skills
	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Connections  Career Readiness Practices  When possible, provide links to specific samples! documents! assignments! etc.  Refer to the NI Career Readiness Practices	Unit T  When passible, provide lines to specific samples (documents) assignments (its Refer to the NI Technology: Standards
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Provide modified assessments when necessary. Student may complete assessments in alternate	ង្គ ម
the provided with note organizers / dy guides to reinforce key topics.  Extended time on assessments when needed.  Preferred seating to be determined by student and cher.  A. Ose Of Friguet Level Questions  b. Extension/Challenge Questions  c. Provide Assessments at a Higher Level of Thinking  d. greatsocialstudies.com (Enrichment Activities)	<ul> <li>a. Kead written instructions</li> <li>b. Students may be provided with note</li> <li>b. Study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>d. Extended time on assessments when needed.</li> <li>e. Preferred seating to be determined by student teacher.</li> </ul>
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caleers have evolved regionally, nanonally, and globally.   Music: Study of	Music: Study of various forms of music
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.  Art: Studies of c	Art: Studies of different artists and eras in art history
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples  When possible, provide links to specific samples;  documents! acromments! etc.
6.2.12.A.3.a	A PARAMETER AND A PARAMETER AN	Annotations and close reading activities	Define Key Terms
Explain how and	Assess and contrast the social	Classroom Discussions, Socratic	
why various ideals (e.g., liberty, popular	Industrial Revolutions.	Analysis of graphic organizers and	Analyze Primary Resources
sovereignty, natural		Annotated Timelines	
rights, democracy, nationalism) became	Investigate the influence of politics on culture during the 19th century.	Teacher and student led PowerPoint Presentations	Discuss Differing Perspectives
driving forces for		sites/monuments	Answer DBOs
retorms and	Examine all areas of Romanticism as	Definitions of key terms and	
influence on Latin American	the major artistic force of the early 19th century.	concepts Individual/Group Presentations Document Based Ouestion analysis	Create Presentations and
independence		and essays	
movements, and evaluate their impact	Analyze the legacy of Ludwig von Beethoven as a musical icon.	Written responses to queries Summary and Analysis of Videos /Documentaries /Films	Class Debates
on government,		Summary and analysis of guest	
society, and		speakers	
economic			
opportunities.	Compare and contrast social reform		Analyze Various Forms of

	concepts Individual/Group Presentations		6.2.12.C.3.c
Answer DBQs	Class Trips to applicable historical sites/monuments  Definitions of key terms and	Distinguish between Romantic and Realist art.	time period.
Discuss Differing Perspectives	notes Annotated Timelines Teacher and student led PowerPoint Presentations	Evaluate the soundness of Marxist theory.	revolutionary actions and brought about change during this
Analyze Primary Resources	seminars, and Debates Analysis of graphic organizers and		groups promoted
Define Key Terms	Annotations and close reading activities Classroom Discussions, Socratic	Discuss the controversy between	<b>6.2.12.D.3.a</b> Explain how
			determination to subsequent reform or revolution.
			governments to pressure for self-
			Relate the responses of various
			6.2.12.A.3.b
			government.
			parliamentary
			expansion of
Beethoven's career			social reforms,
pieces from throughout		structure.	democratic and
		philosophies in an evolving class	the rise of
continuing use of sonata form		Compare and contrast new social	relationship between
Symphony #5 in Cm is used as			Analyze the
Media		ideas in England and Germany.	6.2.12.A.3.c

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PowerPoints	Document Based Question analysis and essays	phenomenon of imperialism.	6.2.12.A.3.e
Create Presentations and	Individual/Group Presentations	diffusion caused by the	cultural changes.
	concepts	Point out examples of cultural	economic, and
Allswei DDQS	Definitions of key terms and		massive social,
A 2011 DBO 2	sites/monuments	sculpture.	brought about
	PowerPoint Presentations	century architecture and	new forms of energy
Discuss Differing Perspectives	Teacher and student led	Identify characteristics of 19th	transportation, and
	Annotated Timelines		changes,
Alialyze i lillaly Nesources	notes		technological
Apply76 Drimony Dosouros	Analysis of graphic organizers and	technology progresses.	scientific and
	Classroom Discussions, Socratic	painting techniques as	the extent to which,
Define Key Terms	activities	Study the development of	Determine how, and
Action of the control	Annotations and close reading		6.2.12.C.3.d
			environment.
			children, and the
			women, and
			lives of men,
			family life, the daily
			class structure,
			urbanization affected
			industrialization and
			Explain how
			6.2.12.D.3.b
		evolution of society.	legions.
		Connect 19 Century literature to the	dillerent world
			system emerged in
Media	speakers	identities in the Industrial Age.	determine why each
Analyze Various Forms of	Summary and analysis of guest	Outline the development of national	socialism to
Class Departes	Videos/Documentaries/Films		communism, and
	Written responses to queries	1800's.	capitalism,
PowerPoints	and essays	development of music throughout the	characteristics of
Create Presentations and	Document Based Question analysis	Trace the theoretical and national	Compare the

																	مستعدد شدوران				
perspectives.	multiple	of imperialism from	evaluate the impact	imperialism, and	consequence of	both a cause and	which racism was	Analyze the extent to	6.2.12.D.3.d	relations.	actions on their	the impact of these	era, and evaluate	and Asia during this	practices in Africa	imperialistic	expanded their	the United States	nations, Japan, and	which European	for and methods by
			-				approaches.	end of the 19th century	and neurosis that grows as the	of the underlying social malaise	Examine the causes and results			in their original concept.	theories/Evaluate Freud's ideas	Assess the validity of Freud's			society during the 1800's.	women in a more modern	Evaluate the evolving role of
																		speakers	Summary and analysis of guest	Videos/Documentaries/Films	Written responses to queries
																		Media	Analyze Various Forms of		Class Debates

d. greatsocialstudies.com (Enficinitent Achylues)	c. Preferred seating to be determined by student and d. greatsocialstudies.com (Enrichment Activities)	c. Model and provide examples
1 : 1 : 1:		T ( )
c. Provide Assessments at a rugher Level of Timiking	<ul> <li>b. Extended time on assessments when needed.</li> </ul>	organizers/study guides to reinforce key topics.
The state of the s		The state of the s
b. Extension/Challenge Questions	study guides to reinforce key topics.	h Shidents may be provided with note
		the record to recove the contract of the contr
a. Use of Higher Level Questioning Techniques	a. Students may be provided with note organizers /	a Read written instructions
T	,	
	asignments / etc.	en de la company
	The state of the s	What Dosses, manae wike to specify samples wermens.
Very postable provide the 0 speaks sombles documents	The trible that the to the complete of the control	
		English Language Learners (BLL)
	C I F. J / E//	
CIVIUS	Third Suprested Modifications/Accommodations/Extension Activities	

Formative Assessment

When possible provide links to specific samples! document! assignments! etc.

Group Discussions, Graphic Organizers, Class Participation, Exit

Tickets, Study guides,

Unit 8 Assessment Plan

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc..

Tests, Quizzes, Projects

d. Extended time on assessments when needed.	
Establish a non-verbal cue to redirect student E. Students may use a bilingual dictionary.  Pair Visual Prompts with Verbal esentations  Highlight Key Words & Phrases	Provide modified assessments when necessary. Student may complete assessments in alternate ting when requested. Establish a non-verbal cue to redirect student en not on task.
Unit  NJSLS - Technology  When passible, provide links to spetific samples! document! assignments! etc.  Refer to the NI Technology Standards	Unit 8. Connections  Career Readiness Practices  When possible provide lines to geofic complet   documents   assgnments   acc
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.
8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.
8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills  When possible, provide links to perfit samples advantants assignments (etc.)  Refer to the 21st Century Life and Skills	Interdisciplinary Connections  When possible, provide links to specific BLA/Math/Sel/SS standards as well at samples! documents!  assignments etc.  Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	English: Read/analyze various pieces of literature
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Music: Study of various forms of music
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Art: Studies of different artists and eras in art history

9.2.8.B.7 Evaluate the impact of online activities and social media
on employer decisions.

	Annotations and close reading	Analyze the breakdown of	6.2.12.D.4.k A
		Connect advances in psychology to 20th century literature.	
Media			cultural changes.
Analyze Various Forms of		schools of early 20th century art.	economic, and
		Identify and analyze the major	massive social,
			brought about
			new forms of energy
	speakers		transportation, and
	Summary and analysis of guest		securioresis and securi
Class Debates	Videos/Documentaries/Films	atheistic existentialism.	technological
	Written responses to queries Summary and Analysis of	Examine the attributes of	scientific and
PowerPoints	and essays		the extent to which
Create Presentations and	Document Based Question analysis		Determine how and
) ;	Individual/Group Presentations	early, religiously based existential thinkers.	6.2.12.C.3.d
Answer DBQs	Definitions of key terms and	Evaluate the world outlook of	worlds.
	sites/monuments		physical and spiritual
G	Class Trips to applicable historical		they viewed their
Discuss Differing Perspectives	Teacher and student led PowerPoint Presentations	century existentialism.	themselves and how
	Annotated Timelines	Examine the roots of 19th	how humans viewed
Analyze Primary Resources	notes		scientific ideas on
	seminars, and Debates	evaluated are to contact human	philosophical and
Define Key Terms	Classroom Discussions, Socratic	Establish a foundation for	Analyze the impact
	Annotations and close reading		6.2.12.D.2.d
dosuments/assignments/etc.	(witer spines be)	( Unpacked Standards)	
Standard Mastery Examples	Content-Specific Practices	Critical Knowledge & Skills	Content Standards
	laury	Unit 9: 20th Century	

21 <sup>11</sup> 5 2 2	<b>о</b>	pers	evaluate of imper	impe	both	Anal	0			char	revo	grou	E X		the arts.	and	wor	Dep		Asse
	6.2.12.D.5.c	perspectives.	evaluate the impact of imperialism from	imperialism, and	both a cause and	Analyze the extent to which racism was	D D D		•	and prought about change during this time period.	revolutionary actions	groups promoted	Explain how	6 > 1> D 3 a	irts.	and social ideas in	worid war ii by analvzing the values	Depression, and	, the Great	Assess the cultural impact of World War
	philosophy to Western existentialism.	ns of	Examine photography as its own unique visual art form.			Trace and analyze the evolution of Jazz.				Trace the evolution of Postwar architecture.	9	Establish the principles that define "art".	influence each other.	Examine how competitive artists	blues.	Examine the phenomenon of the	architecture.	international and organic	Distinguish between	tonality in music.
	concepts Individual/Group Presentations	sites/monuments  Definitions of key terms and	PowerPoint Presentations Class Trips to applicable historical	Annotated Timelines	seminars, and Debates Analysis of graphic organizers and	Antiorations and close reading activities Classroom Discussions, Socratic	speakers	Videos/Documentaries/Films Summary and analysis of guest	Summary and Analysis of	Document Based Question analysis and essays Written responses to queries	Presentations	concepts Individual/Group	historical sites/monuments  Definitions of key terms and	Class Trips to applicable	Leacher and student led PowerPoint Presentations	Annotated Timelines	Analysis of graphic organizers and notes	Debates	Socratic seminars, and	activities Classroom Discussions
	Class Debates	PowerPoints	Answer DBQs Create Presentations and	Discuss Differing Perspectives	Analyze Primary Resources	Define Key Terms	The state of the s		Media	Analyze Various Forms of	Class Debates		Create Presentations and PowerPoints		Answer DBQs	Discuss Dilleting Ferspectives		Analyze Primary Resources	•	Define Key Terms

communication on of television, the and political diffusion of cultural forms of electronic Assess the influence information, the creation and Internet, and other

worldwide.

unique visual art form. Examine cinema as its own

Trace the evolution of Rock & Roll.

Written responses to queries Summary and Analysis of and essays Summary and analysis of guest speakers Document Based Question analysis | Analyze Various Forms of and essays | Media Videos/Documentaries/Films

Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Unit, 9 2.  Formative Assessment  When possible provide links to speafe tamples! documents assignments etc.
	Tests, Quizzes, Projects	Assessment Rian Summative Assessment When possible, provide links to specific samples (deciments) assignments are

Uau		
	Special Education / 504	Citted and lalented
When possible, provide links to specific samples/ documents/	When possible, provide links to specific samples ( documents /	When possible, provide unless to specific samplies ( documents)
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	<ul> <li>b. Extended time on assessments when needed.</li> </ul>	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	<li>c. Preferred seating to be determined by student and</li>	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	<ul> <li>d. Provide modified assessments when necessary.</li> </ul>	
when not on task.	E. Student may complete assessments in alternate	
<ol> <li>Students may use a bilingual dictionary.</li> </ol>	setting when requested.	
<li>g. Pair Visual Prompts with Verbal</li>	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

NJSLS - Technology  When passible, provide links in specific samples! documents! assignments! etc.  Refer to the NI Technology Standards	Career Readiness Practices  When possible, provide links in spesific samples [ documents [ assignments ] etc.  Refer to the N Career Readiness Practices
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