

TOWNSHIP OF UNION PUBLIC SCHOOLS



Honors World History

July 21, 2020

Mission Statement

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

Philosophy Statement

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

Course Description

The Honors World History course is intended to introduce and orient incoming freshmen to the highest level of UHS's Social Studies Program. In the tradition of academic excellence at UHS, it not only meets, it exceeds all New Jersey Student Learning Standards. The curriculum will cover the political, social, economic, and cultural history of all regions throughout the world from the 1400 to the present. In addition to providing the necessary content coverage, the course focuses heavily on fostering social studies skill. These include analysis, critical evaluation, cooperation and creativity skills, and a special focus on writing, including both thematic and document-based essays. Instruction will emphasize the application of higher order thinking skills as well as the analyses and investigation of issues and events essential to the various time periods. Primary source documents, individual and group research, as well as selected pieces of art, music and literature will supplement the core material. Students who successfully complete the class will come away with a wealth of information as well as critical skills in analysis and communication.

The Honors level of the World History course seeks to accomplish two major goals. First, it provides a necessary foundation for a college career. Institutions of higher learning expect incoming students to have a working knowledge of global interaction. Honors World History will cover all of these essential areas to a depth sufficient to prepare students for any college classroom. It is, therefore, a must for anyone who intends to pursue a college major in the Social Sciences and is recommended for those who will be entering a liberal arts program. Second, it trains students to interact with the material in an introspective manner, transforming them into independent thinkers. The course is conducted at a college level; the amount of material mandates that it will be reading and labor intensive. Instruction will emphasize the application of higher order thinking skills as well as introspective analysis. Students who successfully complete this class will come away with a wealth of information and self-knowledge

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Outer Strength-Weakness Within	11
Unit 2: Evolution or Revolution	10
Unit 3: Isolation & Collision	10
Unit 4: Modern State/Modern Mind	16
Unit 5: Uplheaval-Ideas in Action	11
Unit 6: Uplheaval-A New Industrial Order	13
Unit 7: National Magnetism	9
Unit 8: Haves & Have Nots	17
Unit 9: Toward Armageddon	12
Unit 10: Walking Giants	10
Unit 11: Global Cataclysm	15
Unit 12: A Perilous Cold	9
Unit 13: The Global Age	17

Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1 Our Strength-Weakness Within</p>	<p>6.2.12.A.1.a 6.2.12.C.1.a</p>	<p>Connect strategic location to the success and cultural achievements of the Ottomans. Compare the Persian/Shi'a Safavid Empire to the Ottomans. Examine Hindu/Muslim relations throughout the Mughal Era. Examine the resurgence of China and its crucial mistake of isolationism. Contrast Japan's view of foreigners with China's.</p>	<ul style="list-style-type: none"> 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 terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://kidskonnnect.com/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.miamistadcurriculum.net/history/unit/ancient-africa http://www.findingduinea.com/guides/Education/High-School-World-History/pg_00.html#00 https://www.primarysource.org/ http://historynetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://mi.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10</p>		

	<p>http://www.history.com/ http://www.historynet.com/ https://study.com/academy/answer/why-did-china-and-japan-choose-isolationism.html https://study.com/academy/lesson/ottoman-empire-lesson-plan.html</p>	<ul style="list-style-type: none"> ● Summary and Analysis of Videos/Documentaries/Films ● Summary and analysis of guest speakers
<p>Unit 2 Evolution or Revolution</p>	<p>6.2.12.B.2.a 6.2.12.D.2.c 6.2.12.C.2.a 6.2.12.D.2.d 6.2.12.D.2.e 6.2.12.D.2.a 6.2.12.D.2.b 6.2.12.B.2.b</p>	<p>Connect the Italian Renaissance to prior eras Contrast the Northern with the Italian Renaissance Analyze and compare the major styles of Renaissance art Assess the impact of Martin Luther on European society Examine the spread of Protestantism and the Catholic response</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://shieg.stanford.edu/ http://www.njarnistadcurriculum.net/history/unit/ancient-africa http://www.findingduchnea.com/guides/Education/High-School-World-History.pg_00.html#00 https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/</p>	

	<p>https://www.archives.gov/ https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/ https://www.pbs.org/empires/martinluther/classroom.html https://www.nga.gov/education/teachers/teaching-packets/italian-renaissance.html</p>	
<p>Unit 3 Isolation & Collision</p>	<p>6.2.12.C.1.e 6.2.12.D.1.d 6.2.12.D.1.e 6.2.12.B.1.a 6.2.12.B.1.b 6.2.12.D.1.f 6.2.12.D.1.b 6.2.12.D.1.c 6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.d 6.2.12.D.1.a</p>	<p>Examine European motives for long distance exploration Analyze the implications of the discovery of the Americas Compare the colonization of North America with that of Meso-America Assess the phenomenon of African slavery Evaluate the global impact of the Columbian Exchange and the development of the commercial revolution and mercantilism</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://shg.stanford.edu/ http://www.njaniestadcurriculum.net/history/unit/ancient-africa http://www.findingdulcinea.com/guides/Education/High-School-World-History.pg_00.html#00 https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://nj.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10 http://www.history.com/</p>	

	<p>http://www.historynet.com/ https://www.econedlink.org/resources/the-columbian-exchange/</p> <p>6.2.12.A.2.c</p> <p>6.2.12.D.2.d</p> <p>6.2.12.A.2.a</p> <p>6.2.12.A.2.b</p>	
<p>Unit 4 Modern State/Modern Mind</p>	<p>Examine the causes and effects of Spanish absolutism</p> <p>Contrast French absolutism with the English System</p> <p>Contrast French absolutism in Hapsburg Austria with Hohenzollern Prussia</p> <p>Trace the evolution of Russian absolutism and its entrance into European affairs</p> <p>Clarify the true, non-democratic nature of English constitutionalism</p> <p>Assess the social and psychological significance of the Scientific Revolution</p> <p>Connect the scientific method to the socio-political nature of the Enlightenment</p> <p>Investigate the spread of the Enlightenment theories into politics, society, and the arts.</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Modern World History (Patterns of Interaction), https://www.usshm.org/ https://sheg.stanford.edu/ http://www.findingdulinea.com/guides/Education/High-School-World-History-pg_00.html#00 https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/ https://study.com/academy/topic/lesson-plans-for-absolutism-in-western-europe.html https://study.com/academy/popular/enlightenment-thinkers-lesson-plan.html</p>	
<p>Unit 5</p>	<p>6.2.12.A.3.a</p> <p>Analyze the underlying causes of the French Revolution</p>	

<p>Upheaval-Ideas in Action</p>	<p>6.2.12.A.3.c 6.2.12.A.2.a 6.2.12.A.3.d 6.2.12.D.3.a 6.2.12.A.3.b 6.2.12.B.3.c</p>	<p>Develop a revolutionary matrix using the French Revolution as the prototype Assess the impact of Napoleon on the Revolution and on France in general Examine the connection between Napoleon's personality and his downfall Evaluate the goals vs. the outcomes of the Congress of Vienna Connect the ideals of the French Revolution to Latin American Independence</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.findingduinea.com/guides/Education/High-School-World-History.pg_00.html#00 https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://nj.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/ https://alphahistory.com/frenchrevolution/</p>		
<p>Unit 6 Upheaval-A New Industrial Order</p>	<p>6.2.12.C.3.a 6.2.12.B.3.b</p>	<p>Trace the developments that paved the way for the British Industrial Revolution</p>	

	<p>6.2.12.D.3.b 6.2.12.C.3.b 6.2.12.A.3.d 6.2.12.A.3.f 6.2.12.C.3.c 6.2.12.C.3.d</p>	<p>Assess the positive and negative impacts of the early Industrial Revolution Trace the spread of industrialization to the continent and contrast it with Great Britain Compare and assess the goals and impact of Europe's reform movements Re-assess the long term benefits of the Industrial Revolution in a rapidly changing society</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.findingdulcina.com/guides/Education/High-School-World-History/pg_00.html#00 https://www.primarysource.org/ http://historynetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/ https://www.khanacademy.org/partner-content/big-history-project/acceleration/bhp-acceleration/a/the-industrial-revolution</p>	<p>Contrast the political ideologies of 19th century Europe Examine nationalism as a unifying or divisive issue in Italy, Germany, and Southeastern Europe Test the extent of true reform amidst the realities of 19th century Europe</p>	
<p>Unit 7 National Magnetism</p>	<p>6.2.12.A.3.d 6.2.12.A.3.a 6.2.12.A.3.e</p>	<p>Contrast the political ideologies of 19th century Europe Examine nationalism as a unifying or divisive issue in Italy, Germany, and Southeastern Europe Test the extent of true reform amidst the realities of 19th century Europe</p>	

		<p>Analyze the "revolutionary nature of the arts throughout the 19th century</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.findingdulinea.com/guides/Education/High-School-World-History_pg_00.html#00 https://www.primarysource.org/ http://historynetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/ http://www.internationalschoolhistory.net/eb3/ss/nationalism.htm</p>	<p>Investigate English possessions as a benchmark for colonial possessions</p> <p>Trace the Imperialist takeover of the African continent</p> <p>Debate the morally methods of colonial control in 19th century Africa</p> <p>Examine the concept of Geopolitics</p> <p>Trace the early development of Indian nationalism</p> <p>Analyze the diversity of imperialistic approaches in Southeast Asia</p> <p>Examine the results of China's earlier decision to remain</p>	
<p>Unit 8 Have & Have Not</p>	<p>6.2.12.A.3.d 6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.C.3.b 6.2.12.C.3.e 6.2.12.C.3.b</p>		

	<p>6.2.12.D.3.e</p> <p>6.2.12.C.3.g</p> <p>6.2.12.B.3.a</p> <p>6.2.12.D.3.c</p>	<p>traditional and avoid modern industrialization</p> <p>Contrast Japan's responses to the Industrial West with the approach taken by China</p> <p>Investigate socio-economic conflicts throughout 19th century Latin America</p> <p>Trace the chronology of the Mexican Revolution and identify the major figures involved in it</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://shneg.stanford.edu/ http://www.findingdualinea.com/guides/Education/High-School-World-History/pg_00.html#00 https://www.primarysource.org/ http://historynetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/ http://www.bu.edu/africa/outreach/teachingresources/high/ https://resourcesforreachingaborder.wordpress.com/mexican-revolution/</p>	<p>Trace the root causes of the First World War</p> <p>Examine the outbreak of World War I as an unstoppable chain reaction of events</p> <p>Analyze the conduct of World War I on each of its various fronts</p> <p>Trace the transition of Russia from tsarist to Bolshevik control</p> <p>Assess & apportion blame for the outbreak of the First World War</p>	
<p>Unit 9 Toward Armageddon</p>	<p>6.2.12.D.4.a</p> <p>6.2.12.C.4.b</p> <p>6.2.12.D.4.f</p> <p>6.2.12.D.4.g</p> <p>6.2.12.A.4.a</p> <p>6.2.12.D.4.c</p> <p>6.2.12.B.4.a</p> <p>6.2.12.D.4.b</p> <p>6.2.12.C.4.c</p>	<p>Trace the root causes of the First World War</p> <p>Examine the outbreak of World War I as an unstoppable chain reaction of events</p> <p>Analyze the conduct of World War I on each of its various fronts</p> <p>Trace the transition of Russia from tsarist to Bolshevik control</p> <p>Assess & apportion blame for the outbreak of the First World War</p>	

	<p>6.2.12.D.4.j 6.2.12.D.4.k 6.2.12.D.4.l</p>	<p>Evaluate the justness of the Versailles Accords Connect the angst created by the First World War to the arts and philosophy of the "Lost Generation"</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Modern World History (Patterns of Interaction): https://www.ushmm.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://shg.stanford.edu/ http://www.findingduclinea.com/guides/Education/High-School-World-History.pg_00.html#00 https://www.primarysource.org/ http://historynetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/ http://besthistorysites.net/american-history/wwi/</p>	<p>Evaluate the justness of the Versailles Accords Connect the angst created by the First World War to the arts and philosophy of the "Lost Generation"</p>	
<p>Unit 10 Walking Giants</p>	<p>6.2.12.A.4.a 6.2.12.C.4.d 6.2.12.C.5.b 6.2.12.A.4.b 6.2.12.D.4.c 6.2.12.B.4.c 6.2.12.D.3.a 6.2.12.D.5.b</p>	<p>Evaluate the impact of Stalin's totalitarian rule on the Russian people Analyze the condition of China during the 1920's and 1930's Trace the development of modern nations in the Middle East Investigate the nature and foundations of the movement for Indian independence Evaluate the career and Methods of Mohandas K. Gandhi</p>	

<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Modern World History (Patterns of Interaction). https://www.usnmm.org/ https://www.readworks.org/ https://sheg.stanford.edu/ http://www.findingdulcinea.com/guides/Education/High-School-World-History_pg_00.html#00 https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/ https://www.history.com/topics/russia/joseph-stalin https://www.teachervision.com/india/gandhi</p>	
<p>Unit 11 Global Cataclysm</p>	<p>6.2.12.C.4.a 6.2.12.A.4.a 6.2.12.C.4.d 6.2.12.A.4.d 6.2.12.C.4.e 6.2.12.B.4.b 6.2.12.D.4.f 6.2.12.C.4.b 6.2.12.A.4.c 6.2.12.D.4.i 6.2.12.C.4.c</p>	<p>Investigate the volatile global economy of the 1920's and rate the various responses to the Great Depression</p> <p>Compare Italian and German fascism to Stalin's approach</p> <p>Trace the sequence of events that made World War II inevitable</p> <p>Analyze the conduct of World War II in both theaters</p> <p>Analyze issues associated with the concluding months of World War II</p> <p>Trace the evolution of the Holocaust from 1933 through 1945</p> <p>Internalize the moral issues of the Holocaust</p> <p>Assess the condition of the postwar world</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Modern World History (Patterns of Interaction). https://www.usnmm.org/ https://www.readworks.org/ https://sheg.stanford.edu/ http://www.findingdulcinea.com/guides/Education/High-School-World-</p>	

	<p>History_pg_00.html#00 https://www.primarysource.org/ https://nj.gov/education/holocaust/curriculum/ http://historynetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.cnn.com/cnn10 https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures https://www.history.com/news/pink-triangle-nazi-concentration-camps http://www.historynet.com/ https://www.holocaust-trc.org/</p>	<p>Apportion blame for the origins of the Cold War Examine the impact of Communism on China's society and culture Evaluate American conduct of the cold war throughout Asia Examine the role played by the Third World during the Cold War Investigate the evolution of Soviet policy through its various Cold War changes in regime</p>	
<p>Unit 12 A Perilous Cold</p>	<p>6.2.12.B.4.d 6.2.12.A.5.a 6.2.12.B.5.a 6.2.12.C.5.a 6.2.12.C.5.c 6.2.12.A.5.b 6.2.12.A.5.d 6.2.12.D.6.a</p>	<p>Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ http://www.findingdulcinea.com/guides/Education/High-School-World-History_pg_00.html#00 https://www.primarysource.org/ http://historynetwork.org/ https://www.smithsonianchannel.com/</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>			

	<p>https://www.archives.gov/ https://www.cnn.com/cnn10 https://www.history.com/news/state-department-gay-employees-ousted-fired-lavender-scare http://www.historynet.com/</p>	
<p>Unit 13 The Global Age</p>	<p>6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.B.5.b 6.2.12.C.5.d 6.2.12.D.5.a 6.2.12.A.6.b 6.2.12.D.4.h 6.2.12.A.5.c 6.2.12.D.5.b 6.2.12.D.4.h 6.2.12.B.5.d 6.2.12.B.5.e</p>	<p>Identify the changes in Eastern Europe that resulted in the end of the Cold War</p> <p>Analyze the causes and effects of the fall of Communism</p> <p>Compare and contrast modern Latin America to postwar Africa</p> <p>Identify postwar independence movements in Africa</p> <p>Connect recent crises in Africa to the legacy of European imperialism</p> <p>Compare the reality of modern India with Gandhi's vision</p> <p>Examine the political problems that plagued Southeast Asia during the second half of the 20th century</p>
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Modern World History (Patterns of Interaction). https://www.usnmn.org/ https://www.readworks.org/ https://sheg.stanford.edu/ http://www.findingdulcinea.com/guides/Education/High-School-World-History_pg_00.html#00 https://www.primarysource.org/ http://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.cnn.com/cnn10 http://www.history.com/ http://www.historynet.com/ https://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/ https://www.teachervision.com/india/gandhi</p>	

Curricular Units

Unit 1: Outer Strength-Weakness Within			
Content Standards	Critical Knowledge & Skills <i>(“Unpacked” Standards)</i>	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.2.12.A.1.a</p> <p>Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p> <p>6.2.12.C.1.a</p> <p>Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.</p>	<p>What role does religion play in a society?</p> <p>How do religious outlooks vary from society to society?</p> <p>To what extent are humans tolerant of other cultures?</p> <p>Why do some cultures choose expansion while others opt for isolation?</p> <p>What are the positive and negative results from cultural and economic exchanges?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Students fill in details on the end of Japanese feudalism, the rise of the Tokugawa Shogunate, and the closing of Japan</p> <p>Thematic Essay - Students analyze the most effective Asian cultural system and compose a five-paragraph essay that defends their choice.</p> <p>Q&A session on the diversity and synthesis of Ottoman culture and the very unique facets of Turkish government and society</p> <p>Discussion on the Ming and Qing Dynasties and the Chinese psychological outlook of isolationism</p>

Unit 1 Assessment Plan	
Formative Assessment	Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	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. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

Unit 1 Connections	
NJIS - Technology	Career Readiness Practices
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ 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. 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.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet,	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. CRP4. Communicate clearly and effectively and with reason. 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 solving them. CRP9. Model integrity, ethical leadership and effective management.

<p>and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>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.</p>	<p>CRP1.1. Use technology to enhance productivity.</p>
<p><i>21st Century Skills</i> <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><i>Interdisciplinary Connections</i> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Reading excerpts from primary sources and written responses (DBQs and NJSL based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p>

<h2 style="text-align: center;">Unit 2: Evolution or Revolution</h2>			
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.
<p>6.2.12.B.2.a</p> <p>Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</p> <p>6.2.12.D.2.c</p> <p>Justify how innovations</p>	<p>How do ideas spread?</p> <p>In what ways does art parallel the time period?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p>	<p>Q&A session on the causes of the Italian Renaissance and the principles of Humanism</p> <p>Students investigate major works by primary artistic figures of the Renaissance.</p> <p>Martin Luther Interview Sheet -</p>

<p>From Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.</p>	<p>What factors allow for the challenging of authority in a society?</p>	<p>Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Students compose interview with Martin Luther utilizing factual information along with creative writing skills (optional)</p>
<p>6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>	<p>How did the economic outlook change in Europe?</p> <p>How did technology/inventions change the world?</p>	<p>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 Definitions of key terms and speakers</p> <p>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 Definitions of key terms and speakers</p>	<p>Class Discussion: How the Renaissance and Reformation break the medieval tradition of European society.</p> <p>Writing Prompt: How did the invention of the printing press affect society?</p>
<p>6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.</p>	<p>What is the most "natural" form of government?</p> <p>Why is centralization favored by governments in the modern</p>	<p>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 Definitions of key terms and speakers</p>	<p>Essay comparing the major styles of Renaissance art.</p>

<p>6.2.12.D.2.b</p> <p>Determine the factors that led to the Reformation and the impact on European politics.</p> <p>6.2.12.B.2.b</p> <p>Determine the factors that led to the Reformation and the impact on European politics.</p>	<p>world?</p> <p>How to citizens respond to different forms of governmental control/liberties?</p>	<p>concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>DBQ Essay - Students</p> <p>compose and defend a thesis based on primary source documents pertaining to the causes of the Reformation.</p>
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Unit 2 Assessment Plan		Summative Assessment	
Formative Assessment			
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>	

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

Unit 2 Connections

<p align="center">NISLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Reading excerpts from primary sources and written responses (DBQs and NISLS based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p>

Unit 3: Isolation & Collision

Content Standards	Critical Knowledge & Skills <i>(“Unpacked” Standards)</i>	Content-Specific Practices <i>(when applicable)</i>	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <p>6.2.12.D.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p> <p>6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p>	<p>Why do some cultures choose expansion while others opt for isolation?</p> <p>What are the positive and negative results from cultural and economic exchanges?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Class Discussion: How did technology change exploration?</p> <p>Writing Prompt: The effects of global trade from the New World on Europe, Asia, & Africa.</p>
<p>6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the</p>	<p>How did the environment factor into exploration and colonization?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p>	<p>Compare/contrast Catholic and Protestant primary sources</p>

<p>Americas by the mid-18th century.</p> <p>6.2.12.B.1.b</p> <p>Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>6.2.12.D.1.f</p> <p>Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.</p>	<p>What role does religion play in a society?</p> <p>How do religious outlooks vary from society to society?</p>	<p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Identify examples of cultural bias in primary sources.</p>
<p>6.2.12.D.1.b</p> <p>Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.D.1.c</p> <p>Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>6.2.12.D.1.a</p> <p>Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.</p>	<p>How does one culture's expansion impact on other cultures?</p> <p>Should historical figures be judged by today's moral values or by the standards of their own time?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Writing Prompt: Examine slavery practices of the time period.</p> <p>Class Debate: Should historical figures be judged by today's moral values or by the standards of their own time?</p>
<p>6.2.12.C.1.b</p> <p>Trace the movement of essential</p>		<p>Annotations and close reading activities</p>	

<p>commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.</p> <p>6.2.12.C.1.c</p> <p>Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p>	<p>To what extent are humans tolerant of other cultures?</p>	<p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Class Debate: Was European expansion good or bad?</p> <p>Writing Prompt: New World Economy</p>
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Unit 3 Assessment Plan		Summative Assessment	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Formative Assessment</p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>	

Unit 3 Suggested Modifications/Accommodations/Extension Activities			
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Read written instructions Students may be provided with note organizers/ study guides to reinforce key topics. Model and provide examples Extended time on assessments when needed. Establish a non-verbal cue to redirect student when not on task. Students may use a bilingual dictionary. Pair Visual Prompts with Verbal Presentations Highlight Key Words & Phrases 	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Students may be provided with note organizers / study guides to reinforce key topics. Extended time on assessments when needed. Preferred seating to be determined by student and teacher. Provide modified assessments when necessary. Student may complete assessments in alternate setting when requested. Establish a non-verbal cue to redirect student when not on task. 	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <ol style="list-style-type: none"> Use of Higher Level Questioning Techniques Extension/Challenge Questions Provide Assessments at a Higher Level of Thinking greatsocialstudies.com (Enrichment Activities) 	

Unit 3 Connections

<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p>

Unit 4: Modern State/Modern Mind

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>If/when possible, provide links to specific samples/documents/ assignments/ etc.</i>
<p>6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>	<p>What is the most “natural” form of government?</p> <p>Why is centralization favored by governments in the modern world?</p> <p>How to citizens respond to different forms of governmental control/liberties?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Tips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p>	<p>Lecture/discussion on centralization in Central Europe following the Thirty Years War and how it differs from the west.</p> <p>Writing Prompt: How did philosophical and scientific ideas change people?</p>
<p>6.2.12.A.2.a Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.</p> <p>6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise</p>	<p>Why are religion and science continually at odds?</p> <p>What discourages independent thought in society and what encourages it?</p> <p>How are intellectual movements often mirrored in the arts?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p>	<p>Q&A session on discoveries in astronomy and the formulation of the empirical scientific method, the Enlightenment Despotism.</p> <p>Discussion on the truth of Enlightened Despotism.</p> <p>DBQ Essay - Students compose and defend a thesis based on primary source documents pertaining to 17th & 18th Century political theories.</p>

<p>of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p>		<p>Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	
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Unit 4 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
<p>a. Read written instructions b. Students may be provided with note organizers /study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations</p>	<p>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. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested.</p>	<p>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)</p>	

Unit 4 Connections			
NJSLIS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>		Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>	
<p>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.</p> <p>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.</p>		<p>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. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.</p>	

<p>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.</p> <p>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.</p>	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Reading excerpts from primary sources and written responses (DBQs and NJSLs based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Study of the discoveries in astronomy and the formulation of the empirical scientific method.</p>

<h3 style="text-align: center;">Unit 5: Upheaval-Ideas in Action</h3>			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.2.12.A.3.a</p> <p>Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms</p>	<p>What are the necessary ingredients of revolution?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p>	<p>Q&A session on France's economic crisis, the calling of the Estates General, and the role of the Third Estate</p> <p>Presentation tracing the Revolution from the National</p>

<p>and</p> <p>6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.A.2.a Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.</p>	<p>What patterns of do revolutions generally follow?</p>	<p>PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Assembly through the Reign of Terror</p> <p>Cross-Curricular: Lecture on the major causes, events, and effects of the French Revolution</p> <p>Students use "Music and Mayhem" sheet to compare timelines associated with the French Revolution and "La Marseilles"</p>
<p>6.2.12.A.3.d Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>6.2.12.A.3.b Relate the responses of</p>	<p>Does class or status affect one's role in a revolution? How are colonization and nationalism connected?</p>	<p>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 terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest</p>	<p>Class discussion on the impact of social class on revolutionary movements in Latin America and class conflicts following independence</p> <p>Essay on Napoleon's obsession with revenge against Britain and his three critical military blunders</p> <p>DBQ Essay - Students compose and defend a thesis based on primary source documents pertaining to the impact of the</p>

various governments to pressure for self-government or self-determination to subsequent reform or revolution.	speakers	French Revolutions on individuals.
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Unit 5 Assessment Plan		
Formative Assessment	Summative Assessment	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides	Tests, Quizzes, Projects	

Unit 5 Suggested Modifications/ Accommodations/ Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	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. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested.	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)

Unit 5 Connections	
NISLS - Technology	Career Readiness Practices
<i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>
8.1.12.A.1: Create a personal digital portfolio which reflects	CRP1. Act as a responsible and contributing citizen and employee. CRP2.

<p>personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Reading excerpts from primary sources and written responses (DBQs and NISLS based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p> <p>Music: Students use “Music and Mayhem” sheet to compare timelines associated with the French Revolution and “La Marseilles”</p>

Unit 6: Upheaval-A New Industrial Order			
<p>Content Standards</p> <p>6.2.12.C.3.a</p>	<p>Critical Knowledge & Skills (“Unpacked” Standards)</p>	<p>Content-Specific Practices (when applicable)</p> <p>Annotations and close reading</p>	<p>Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>

<p>Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.</p> <p>6.2.12.B.3.b</p> <p>Relate the role of geography to the spread of independence movements in Latin America.</p> <p>6.2.12.D.3.b</p> <p>Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p>	<p>Why is the Industrial Revolution one of the three most crucial events in human history?</p> <p>Why do industrial revolutions begin in some places and not others?</p> <p>How does industrialization forge a new society?</p> <p>Does reform occur out of necessity or morality?</p>	<p>activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and</p>	<p>Using primary sources, evaluate the reform movements of the 19th century</p> <p>Compose a conversation between an aborigine and an Irish subject both living under British rule</p> <p>Write an essay comparing the suffering of the early factories with the benefits of long term industrialization.</p>
<p>Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>6.2.12.A.3.d</p>	<p>How did global markets change during this time period?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and</p>	<p>Class Debate: How did the Industrial Revolution affect the world economy?</p>

<p>Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p>	<p>How were the rights of women affected?</p>	<p>concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Write an essay about the struggles from women to gain voting rights during this time period.</p>
<p>6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p>	<p>Why are reform movements a necessary response to industrialization?</p>	<p>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 terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Venn Diagrams: Capitalism/Communism. Capitalism/Socialism, Communism/Socialism</p>
<p>6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p>	<p>How did science & technology factor into the changes of this time period?</p>	<p>Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Presentation: Advances in science & technology during the Industrial Revolution.</p>

Unit 6 Assessment Plan		Summative Assessment	
<p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Formative Assessment Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

Unit 6 Suggested Modifications/Accommodations/Extension Activities			
<p>English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p>Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	

<p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words & Phrases</p>	<p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p>	<p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>
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Unit 6: Connections

<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p align="center">21st Century Skills</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p align="center">Interdisciplinary Connections</p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>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.</p>	

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.

Unit 7: National Magnetism			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.2.12.A.3.d</p> <p>Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.A.3.a</p> <p>Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and</p>	<p>Is nationalism a natural human drive?</p> <p>What factors foster nationalism?</p> <p>Why can nationalism bring people together or tear countries apart?</p> <p>How does art mirror politics?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Students list the attributes associated with liberalism, conservatism, radicalism, and nationalism throughout post-Napoleonic Europe, and the social groups attracted to each</p> <p>Class Discussion on the Great Reform Bill and Chartism in England, feminism & suffrage, France’s Third Republic & the Dreyfus Affair, and anti-Semitism & Zionism</p> <p>DBQ Essay - Students compose and defend a thesis</p>

<p>economic opportunities.</p> <p>6.2.12.A.3.e</p> <p>Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p>			<p>based on primary source documents pertaining to the benefits and dangers of nationalism</p>
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Unit 7 Assessment Plan			
Formative Assessment	Summative Assessment		
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>		

Unit 7 Suggested Modifications/Accommodations/Extension Activities			
English Language Learners (ELL)	Special Education / 504	Gifted and Talented	
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words & Phrases</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>	

Unit 7 Connections	
NJSLs - Technology	Career Readiness Practices
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Technology Standards</p> <p>8.1.12.A.1: Create a personal digital portfolio which reflects</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Career Readiness Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2.</p>

<p>personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Reading excerpts from primary sources and written responses (DBQs and NISLS based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p>

<p>Unit 8: Haves & Have Nots</p>			
<p>Content Standards</p> <p>6.2.12.A.3.d</p>	<p>Critical Knowledge & Skills (“Unpacked” Standards)</p>	<p>Content-Specific Practices (when applicable)</p>	<p>Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Compare and contrast the struggles for women’s</p>	<p>What motivates and enables</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic</p>	<p>Q&A session on European designs on Africa, the Berlin</p>

<p>suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.B.3.a</p> <p>Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p>	<p>imperialism?</p> <p>Is imperialism a moral or an immoral movement?</p> <p>What are the possible responses of those being imperialized?</p>	<p>seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and analysis of guest speakers</p>	<p>Conference, and conflicts in South Africa culminating in the Boer War</p> <p>Class discussion British indirect rule, French paternalism/assimilation, as well as African resistance movements.</p> <p>Writing prompt the impact of a declining Ottoman Empire and European incursions into the Middle East</p>
<p>6.2.12.C.3.b</p> <p>Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>6.2.12.C.3.e</p> <p>Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p>	<p>What are some benefits and detriments of imperialism?</p> <p>How does imperialism lead to modern geopolitics?</p> <p>How does imperialism foster a new type of nationalism?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Presentation on the impact of the Sepoy Mutiny and the formation of the Indian National Congress</p> <p>Discussion focusing on Latin American independence movements, Latin American social structure, and the growing regional dominance of the United States</p>
<p>6.2.12.D.3.e</p> <p>Analyze the impact of the policies of different European colonizers on</p>	<p>In a modernizing world, what are the options for less developed countries?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p>	

<p>indigenous societies, and explain the responses of these societies to imperialistic rule.</p> <p>6.2.12.B.3.a</p> <p>Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p> <p>6.2.12.D.3.c</p> <p>Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.</p>	<p>What enables imperialized countries to maintain traditional values in the face of a changing world?</p> <p>Is it possible for a people to be imperialized from within?</p>	<p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Project on the variety of colonial systems throughout Southeast Asia and the Pacific Islands</p> <p>DBQ essay on indigenous reactions to western imperialism.</p>
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Unit 8 Assessment Plan	
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>

Unit 8 Suggested Modifications/Accommodations/Extension Activities			
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>2. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p>	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate</p>	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>	

f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal Presentations	f. Establish a non-verbal cue to redirect student when not on task.	
h. Highlight Key Words & Phrases		

Unit 8 Connections

NJSLS - Technology		
<i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	
21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i>	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i>	
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p>	<p>English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p>	

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

Unit 9: Toward Armageddon

Content Standards	Critical Knowledge & Skills <i>(“Unpacked” Standards)</i>	Content-Specific Practices <i>(when applicable)</i>	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/ assignments/ etc.</i>
<p>6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p>6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p> <p>6.2.12.D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p>	<p>What were the root causes of World War I?</p> <p>What is the impact of modern technology on traditional battle tactics?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Class discussion on the immediate causes of the First World War and whether it was, in any way, avoidable</p> <p>Create a political cartoon depicting the causes of W.W.I.</p> <p>Cooperative groups brainstorm to create Pie Charts that assess a percentage of blame to each of the major nations involved in World War I</p>

<p>6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".</p> <p>6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.</p>	<p>In what sense is WWI a truly "world war" / an imperialistic war / a nationalist war?</p> <p>To what extent does WWI achieve the goals of its participants?</p>	<p>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 terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Create a propaganda poster from the point of either the Allied or the Central Powers that promotes patriotism and/or manufactures hate for the enemy.</p> <p>Create a character cube on the major figures of WW I- Woodrow Wilson, David Lloyd George, Kaiser Wilhelm II, Archduke Franz Ferdinand...- depicting their role in the war</p>
<p>6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.</p> <p>6.2.12.D.4.b Determine how geography impacted military strategies and major turning points during World War II.</p> <p>6.2.12.C.4.c Assess the short- and long-term demographic,</p>	<p>How did political boundaries impact World War I?</p> <p>How did geography impact military strategy during World War I?</p>	<p>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 terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films</p>	<p>Fill in the major events of WWI on a blank world map</p> <p>Class Discussion: Assess the long/short term consequences of World War I.</p>

<p>social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p>		<p>Summary and analysis of guest speakers</p>	
<p>6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.</p> <p>6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.</p> <p>6.2.12.D.4.l Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p>	<p>How did the role of women change during this time period?</p> <p>How did WW I eventually lead to WW II?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Writing Prompt on the role of women during World War I.</p> <p>Thematic Essay response on the justness and effectiveness of the treaty of Versailles.</p>

Unit 9 Assessment Plan		
Formative Assessment	Summative Assessment	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects	

English Language Learners (ELL)	Unit 9 Suggested Modifications/Accommodations/Extension Activities	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/ study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	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. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task.	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)	

Unit 9 Connections		
NJSLS - Technology	Career Readiness Practices	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ 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. 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.4: Construct a spreadsheet workbook with multiple	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. CRP4. Communicate clearly and effectively and with reason. 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 solving them.	

<p>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.</p> <p>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.</p>	<p>CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Reading excerpts from primary sources and written responses (DBQs and NJSLs based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p>

Unit 10: Walking Giants

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and</p>	<p>What social, economic and political factors are usually in place to foment a revolution and for it to be feasible?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes</p>	<p>Create a flow chart that chronicles Russia from 1900 to 1925.</p>

<p>Asia.</p> <p>6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.</p> <p>6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p>	<p>What is the definition of a successful revolution?</p>	<p>Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Class Discussion: How do you know when a revolution is successful?</p> <p>Venn Diagram: Compare/contrast Western European democratic socialism and Soviet communism.</p>
<p>6.2.12.A.4.b Compare the rise of nationalism in China, Turkey, and India.</p> <p>6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.</p> <p>6.2.12.B.4.c Explain how the disintegration of the</p>	<p>Evaluate the impact of Stalin's totalitarian rule on the Russian people</p> <p>Analyze the condition of China during the 1920's and 1930's</p> <p>Trace the development of modern nations in the Middle East</p>	<p>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 terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p>	<p>Create an illustrated timeline on the rise of communist China from 1911-1937.</p> <p>Fictionalize an interview with Josef Stalin at the height of his power</p>

<p>Ottoman empire and the mandate system led to the creation of new nations in the Middle East.</p>		<p>Summary and analysis of guest speakers</p>	
<p>6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p>	<p>Investigate the nature and foundations of the movement for Indian independence</p>	<p>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 terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Use primary source documents to outline the career of Mohandas K. Gandhi Compose two obituaries for Gandhi – one Indian and one British. Create a tribute mural in remembrance of Gandhi's career. Develop a plan of civil resistance for a proposed situation.</p>
<p>6.2.12.D.5.b Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.</p>	<p>Evaluate the career and Methods of Mohandas K. Gandhi</p>		<p>Thematic/DBQ Essay response on Gandhi's career and methods.</p>

Unit 10 Assessment Plan

<p align="center">Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p align="center">Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickers, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

Unit 10 Suggested Modifications/Accommodations/Extension Activities

<p align="center">English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p align="center">Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p align="center">Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>
<p>a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed.</p>	<p>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.</p>	<p>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)</p>

<p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words & Phrases</p>	<p>d. Provide modified assessments when necessary.</p> <p>E. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p>	
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Unit 10: Connections		
<p>NJSLS - Technology</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p>Career Readiness Practices</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>	
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p>	<p>Art: Create a tribute mural in remembrance of Gandhi's career.</p> <p>English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p>	

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

Unit 11: Global Cataclysm

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/documents/ assignments/ etc.</i>
<p>6.2.12.C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.</p> <p>6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p> <p>6.2.12.A.4.a Explain the differences between socialism, communism, and fascism</p>	<p>Why is the time period following WWI is often referred to as “The Age of Anxiety?”</p> <p>In what ways does culture reflect the politics and economics of a time period?</p> <p>What social, economic, and political factors are in place to allow for dictators to take over generally democratic nations?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Use source examples of literature, art, and photography to trace developments from 1920-1940.</p> <p>Compare the outlooks of aggression and appeasement using primary source documents.</p>

<p>and explain the reasons for their spread in Europe and Asia.</p> <p>6.2.12.A.4.d</p> <p>Assess government responses to incidents of ethnic cleansing and genocide.</p>			
<p>6.2.12.B.4.b</p> <p>Determine how geography impacted military strategies and major turning points during World War II.</p> <p>6.2.12.D.4.f</p> <p>Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p>	<p>What factors & events made World War II inevitable?</p> <p>How did geography impact World War II military strategy?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Fill in the major events of WWII on a blank world map</p> <p>Class Discussion: The role of colonial people in the war effort.</p> <p>Create a flow chart to summarize the steps the Nazis took against the Jews that resulted in the Final Solution.</p> <p>Read/discuss article about "Pink Triangle"</p>
<p>6.2.12.C.4.b</p> <p>Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p> <p>6.2.12.A.4.c</p> <p>Analyze the motivations, causes, and consequences</p>	<p>How was technology different in World War II than in World War I?</p> <p>What are the moral issues of the Holocaust?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p>	<p>Venn Diagram: Technological innovations of both World Wars.</p> <p>Compose a series of diary entries of a European Jew from 1935-1945.</p> <p>Read/discuss article about</p>

<p>of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.</p> <p>6.2.12.C.4.c</p> <p>Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars</p>	<p>What tactics are employed to create ethnic hatred in otherwise humane societies?</p>	<p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>“Pink Triangle”</p> <p>Create a timeline of events that led to the surrenders of Germany and Japan.</p>
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Unit II Assessment Plan		Unit II Assessment Plan	
<p>Formative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Summative Assessment</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p>Tests, Quizzes, Projects</p>

Unit II Suggested Modifications/Accommodations/Extension Activities			
<p>English Language Learners (ELL)</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Special Education / 504</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Gifted and Talented</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<ol style="list-style-type: none"> Read written instructions Students may be provided with note organizers / study guides to reinforce key topics. Model and provide examples Extended time on assessments when needed. Establish a non-verbal cue to redirect student when not on task. Students may use a bilingual dictionary. Pair Visual Prompts with Verbal Presentations Highlight Key Words & Phrases <ol style="list-style-type: none"> Students may be provided with note organizers / study guides to reinforce key topics. Extended time on assessments when needed. Preferred seating to be determined by student and teacher. Provide modified assessments when necessary. Student may complete assessments in alternate setting when requested. Establish a non-verbal cue to redirect student when not on task. <ol style="list-style-type: none"> Use of Higher Level Questioning Techniques Extension/Challenge Questions Provide Assessments at a Higher Level of Thinking greatsocialstudies.com (Enrichment Activities)

Unit II Connections		Unit II Connections	
<p>NJSLS – Technology</p>		<p>Career Readiness Practices</p>	

<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Technology Standards</i></p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the NJ Career Readiness Practices</i></p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p><i>21st Century Skills</i></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p>	<p><i>Interdisciplinary Connections</i></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p>
<p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>English: Reading excerpts from primary sources and written responses (DBQs and NJSL based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p>

<h2>Unit 12: A Perilous Cold</h2>			
<p>Content Standards</p>	<p>Critical Knowledge & Skills (“Tightly Packed” Standards)</p>	<p>Content-Specific Practices (when applicable)</p>	<p>Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>

<p>6.2.12.B.4.d</p> <p>Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.</p>	<p>What is the Cold War?</p>	<p>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 Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Cold War Debate: Who is to blame? Lavender Scare: Read and discuss passage.</p>
<p>6.2.12.A.5.a</p> <p>Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).</p>	<p>What new alliances formed after World War II?</p>	<p>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</p>	<p>Writing Prompt: How will new alliances such as Nato, Seato, etc. help to foster world peace?</p>
<p>6.2.12.B.5.a</p> <p>Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p>	<p>6.2.12.C.5.a</p> <p>Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.</p>	<p>How and why did some countries achieve economic recovery after World War II?</p>	<p>Class Discussion: How did Western European countries and Japan recover after World War II?</p>

<p>6.2.12.A.5.d</p> <p>Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.</p> <p>6.2.12.D.6.a</p> <p>Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.</p>	<p>What new crises developed after World War II?</p>	<p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Writing Prompt: Should the U.S. continue to get involved in conflicts overseas?</p>
<p>6.2.12.C.5.c</p> <p>Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p> <p>6.2.12.A.5.b</p> <p>Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.</p>	<p>How did the "Space Race" impact our country?</p> <p>How did the "Arms Race" affect the United States and other major world powers?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p>	<p>Class Debate: Was the Space Race or Arms Race necessary?</p> <p>United Nations DBQ</p>

	Summary and analysis of guest speakers	
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Unit 12 Assessment Plan		
Formative Assessment	Summative Assessment	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects	

Unit 12 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers / study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task. f. Students may use a bilingual dictionary. g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	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. d. Provide modified assessments when necessary. E. Student may complete assessments in alternate setting when requested. f. Establish a non-verbal cue to redirect student when not on task.	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)

Unit 2 Connections	
NJSLS - Technology	Career Readiness Practices
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ 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. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of
8.1.12.A.2: Produce and edit a multi-page digital document for a	

<p>commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>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.</p> <p>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.</p>	<p>decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p>21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Reading excerpts from primary sources and written responses (DBQs and NJSL based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p>

Unit 13: The Global Age			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p>6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-</p>	<p>How did communism spread in Europe and Asia?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and</p>	<p>Create a dialogue between Mikhail Gorbachev and Deng</p>

<p>Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.</p> <p>6.2.12.A.5.e</p> <p>Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12.B.5.b</p> <p>Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p>	<p>Are capitalism and communism inherently incompatible?</p> <p>What were the reasons for the collapse of the Soviet Union?</p>	<p>notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documents/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Xiaoping.</p> <p>Class Discussion: Progress of human and civil rights since 1948 U.N. Declaration of Human rights.</p> <p>Cold War DBQ</p>
<p>6.2.12.C.5.d</p> <p>Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p> <p>6.2.12.D.5.a</p> <p>Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.A.6.b</p>	<p>In order for any democracy to be successful, what factors must be present?</p> <p>Can communism be effective or successful on a large scale without dictatorial control?</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of</p>	<p>Class Discussion: What are the challenges faced by developing nations to compete in a global economy.</p> <p>Write an essay that analyzes whether the fall of communism was a positive or</p>

<p>Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p>		<p>Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>negative event for those affected by it.</p>
<p>6.2.12.D.5.b Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.</p> <p>6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.</p> <p>6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</p>	<p>Is passive resistance an effective form or protest? How can newly developed nations survive and thrive?</p>	<p>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 terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Class Debate: When is peaceful protest effective? Compose an essay on the effectiveness of democracy in newly independent countries.</p>

Unit 13 Assessment Plan		
Formative Assessment	Summative Assessment	
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Group Discussions, Graphic Organizers, Class Participation, Exit Tickers, Study guides,	Tests, Quizzes, Projects	

Unit 13 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
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<p>professionals in that related area for review.</p> <p>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.</p> <p>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.</p>	<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p style="text-align: center;">21st Century Skills</p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc. Refer to the 21st Century Life and Skills</i></p> <p>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.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p style="text-align: center;">Interdisciplinary Connections</p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc. Refer to the NJ Student Learning Standards</i></p> <p>English: Reading excerpts from primary sources and written responses (DBQs and NJSLs based writing).</p> <p>Math: Interpreting maps and charts.</p> <p>Science: Discovering sailing and medical innovations</p>

