TOWNSHIP OF UNION PUBLIC SCHOOLS



Honors World History

July 21, 2020

Mission Statement

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

Philosophy Statement

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

Course Description

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

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

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: Upheaval-Ideas in Action	11
Unit 6: Upheaval-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

Suggested Resources Provids Inter to specific resources/ activities	Unit 1 Out Strength- Weakness Within	Overview
Modern World History (Pattern https://www.ushmm.org/ https://lidskonnect.com/ https://www.readworks.org/ https://www.teachingchannel.ustudies https://sheg.stanford.edu/ http://www.njamistadcurriculahttp://www.findingdulcinea.co History.pg_00.html#00 http://www.primarysource.org/ https://www.smithsonianchannel.https://www.smithsonianchannel.https://www.smithsonianchannel.https://mistory.pg_ov/education/holoohttps://nj.gov/education/noloohttps://www.archives.gov/ https://nj.gov/education/noloohttps://www.cnn.com/cnn10	6.2.12.A.1.a 6.2.12.C.1.a	Standards
Modern World History [Patterns of Interaction]. https://www.ushmm.org/ https://kidskonnect.com/ https://kidskonnect.com/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social- studies https://sheg.stanford.edu/ https://sheg.stanford.edu/ http://www.findingdulcinea.com/guides/Education/High-School-World- https://www.primarysource.org/ https://www.primarysource.org/ https://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://ni.gov/education/holocaust/curriculum/ https://www.cnn.com/cnn10	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.	Unit Skills Hocus
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	 Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student 	Content-Specific Practices (when applicable)

Suggested Resources Provide Index to specific returnal activities	Cunt 2 Evolution or Revolution	
Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-stud https://sheg.stanford.edu/ https://www.njamistadcurriculum.net/history/unit/ancient-africa http://www.findingduicinea.com/guides/Education/High-School-World- History.pg_00.html#00 https://www.primarysource.org/ https://historynewsnetwork.org/ https://historynewsnetwork.org/	6.2.12.B.2.a Connect the Italian Renaissance to prior eras 6.2.12.D.2.c Contrast the Northern with the Italian Renaissance 6.2.12.D.2.d Analyze and compare the major styles of Renaissance art 6.2.12.D.2.e Assess the impact of Martin Luther on European society 6.2.12.D.2.a Examine the spread of Protestantism and the Catholic response	http://www.history.com/ http://www.history.net.com/ https://study.com/academy/answer/why-did-china-and-japan-choose-isolationism.html https://study.com/academy/lesson/ottoman-empire-lesson-plan.html
sh-ideas-for-social-studies h-school-world-	e to prior eras talian Renaissance r styles of Renaissance art her on European society ntism and the Catholic	Summary and Analysis of Videos/Documentari es/Films Summary and Summary and of guest speakers

The control of the co	Suggested Resources Provide inks to specific resources/ activities	Unit 3 Isolation & Collision	
	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.njamistadcurriculum.net/history/unit/ancient-africa http://www.findingdulcinea.com/guides/Education/High-School-World- History.pg_00.html#00 https://www.primarysource.org/ https://www.primarysource.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.archives.gov/ https://www.cnn.com/cnn10 https://www.history.com/	6.2.12.C.1.e 6.2.12.D.1.e 6.2.12.D.1.e 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.f 6.2.12.D.1.c 6.2.12.D.1.c 6.2.12.D.1.c 6.2.12.D.1.c 6.2.12.C.1.b 6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.d 6.2.12.C.1.d 6.2.12.D.1.a Examine European motives for long distance exploration of the Americas Compare the implications of the discovery of the Americas Compare the colonization of North America with that of Meso-America Analyze the implications of the discovery of the Americas Compare the colonization of North America with that of Meso-America Meso-America Assess the phenomenon of African slavery 6.2.12.D.1.a Examine European motives for long distance exploration Compare the colonization of North Americas Meso-America Compare the colonization of North America with that of Meso-America Meso-America Assess the phenomenon of African slavery Evaluate the global impact of the Columbian Exchange and the development of the commercial revolution and mercantillism	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/feaching-packets/italian-renaissance.html

Unit 5					resources activities		Suggested Resources h								Modem State/Modern Mind	G B A	6		6	
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Analyze the underlying causes of the French Revolution	https://study.com/academy/popular/enlightenment-thinkers-lesson-plan.html	https://study.com/academy/topic/lesson-plans-for-absolutism-in-western-europe.html	rynet.com/	.com/cnn10	ives.gov/	https://www.smithsonianchannel.com/	snetwork.org/	n#00 narysource.org/	http://www.findingdulcinea.com/guides/Education/High-School-World-	mm.org/ ford.edu/	Modern World History (Patterns of Interaction).	Investigate the spread of the Enlightenment theories into politics, society, and the arts.	Connect the scientific method to the socio-political nature of the Enlightenment	Assess the social and psychological significance of the Scientific Revolution	Clarify the true, non-democratic nature of English constitutionalism	Trace the evolution of Russian absolutism and its entrance into European affairs	Contrast French absolutism in Hapsburg Austria with Hohenzollern Prussia	Contrast French absolutism with the English System	Examine the causes and effects of Spanish absolutism	https://www.econedlink.org/resources/the-columbian-exchange/

Unit 6 Upheaval-A New Industrial Order	Suggested Resources Provide links to specific resources/activities	Upheaval-Ideas in Action
6.2.12.C3.a 6.2.12.B3.b	Modern World History (Pattern https://www.ushmm.org/ https://www.readworks.org/ https://www.teachingchannel.cstudies https://sheg.stanford.edu/ http://www.findingdulcinea.co History.pg_00.html#00 https://www.primarysource.org/ https://www.primarysource.org/ https://www.archives.gov/ https://www.archives.gov/ https://www.archives.gov/ https://www.archives.gov/ https://www.history.com/cnn10 http://www.history.com/ https://www.history.com/frenchi	6.2.12.A.3.c 6.2.12.A.3.d 6.2.12.D.3.a 6.2.12.D.3.a 6.2.12.B.3.c
Trace the developments that paved the way for the British Industrial Revolution	Modern World History [Patterns of Interaction]. https://www.ushmm.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social- studies https://sheg.stanford.edu/ https://www.findingdulcinea.com/guides/Education/High-School-World- History.pg_00.html#00 https://www.primarysource.org/ https://nistorynewsnetwork.org/ https://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.rnn.com/cnn10 https://www.history.com/ https://www.history.com/ https://www.history.com/ https://www.history.com/ https://alphahistory.com/frenchrevolution/	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

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Trace the spread of industrialization to the continent a contrast it with Great Britain Compare and assess the goals and impact of Europe reform movements Re-assess the long term benefits of the Industrial Revolution in a rapidly changing society tory (Patterns of Interaction). Im.org/ works.org/ works.org/ mother com/guides/Education/High-School-World- lift00 arysource.org/ setwork.org/ setwork.org/ restmanchannel.com/ vs.gov/ com/com/ Scom/com/ Scom/com/ Contrast the political ideologies of 19th century Europe Examine nationalism as a unifying or divisive issue in Its Germany, and Southeastern Europe Test the extent of true reform amidst the realities of 19th century Europe Test the extent of true reform amidst the realities of 19th century Europe	6.2.12.A.3.d 6.2.12.A.3.a 6.2.12.A.3.e	Modern World His https://www.read https://www.findin https://www.findin https://www.findin https://www.prim https://www.archihttps://www.archihttps://www.history.pg_00.htm https://www.archihttps://www.archihttps://www.history.new.https://www.history.new.https://www.history.new.https://www.history.https://www.historhttps://www.historhttps://www.historhttps://www.historhttps://www.khan	6.2.12.0.3.b 6.2.12.0.3.b 6.2.12.A.3.d 6.2.12.A.3.f 6.2.12.0.3.c 6.2.12.0.3.d
	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	el.org/blog/2014/08/07/fresh-ideas-for-social-studicom/guides/Education/High-School-World-org/ org/ annel.com/ prescontent/big-history: eleration/a/the-industrial-revolution	pative impacts of the early alization to the continent an alization to the continent an als and impact of Europe's pals and impacts of Europe

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	Unit 9 Toward Armageddon	Suggested Resources Provide Inter to specific resources arbities	
62.12.D.4.f 62.12.D.4.f 62.12.D.4.g 62.12.A.4.a 62.12.D.4.c 62.12.B.4.a 62.12.B.4.a 62.12.D.4.b 62.12.C.4.c		Modern World History (Patterns https://www.ushmm.org/ https://www.readworks.org/ https://www.readworks.org/ https://sheg.stanford.edu/ https://sheg.stanford.edu/ http://www.findingdulcinea.com History.pg_00.html#00 History.pg_00.html#00 https://www.primarysource.org/ https://www.smithsonianchannehttps://www.archives.gov/ https://www.history.com/ https://www.historynet.com/ http://www.historynet.com/ http://www.historynet.com/ http://www.bu.edu/africa/outreachttps://resourcesforteachingabout	62.12.D.3.e 62.12.C.3.g 62.12.B.3.a 62.12.D.3.c
chain reaction of events Analyze the conduct of World War I on each of its various fronts Trace the transition of Russia from tsarist to Bolshevik control Assess & apportion blame for the outbreak of the First World	Trace the root causes of the First World War	Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ https://www.findingdulcinea.com/guides/Education/High-School-World- http://www.findingdulcinea.com/guides/Education/High-School-World- http://www.primarysource.org/ http://www.primarysource.org/ https://www.smithsonianchannel.com/ https://www.smithsonianchannel.com/ https://www.istory.com/ https://www.history.com/ http://www.history.com/ http://www.bu.edu/africa/outreach/teachingresources/high/ https://resourcesforteachingabouttheborder.wordpress.com/mexican-revolution/	traditional and avoid modern industrialization Contrast Japan's responses to the Industrial West with the approach taken by China Investigate socio-economic conflicts throughout 19th century Latin America Trace the chronology of the Mexican Revolution and identify the major floures involved in it

Unit: 10 Walking Gramts	Suggested Resources Provide links to specific resources/ activities	
	Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.findingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies https://sheg.stanford.edu/ https://sheg.stanford.edu/ http://www.findingdulcinea.com/guides/Education/High-School-World- History.pg_00.html#00 https://www.primarysource.org/ https://www.primarysource.org/ https://www.primarysource.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.history.com/ https://www.history.com/ http://www.historynet.com/ http://www.historynet.com/ http://www.historynet.com/ http://www.historynet.s.net/american-history/wwi/ 6.2.12.A.4.a Evaluate the impact of Stalin's totalitarian rule on the Russian	6.2.12.D.4.j 6.2.12.D.4.k 6.2.12.D.4.k Connect the angst created by the First World War to the arts and philosophy of the "Lost Generation"

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

Suggested Resources Provide links to specific resources/activities	Unit 12 A Perlious Cold	
Modern World History (Patterns of Interaction). https://www.ushmm.org/ https://www.readworks.org/ https://www.readworks.org/ https://www.teachingchannel.org/biog/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/ https://www.smithsonianchannel.com/	6.2.12.B.4.d Apportion blame for the origins of the Gold War 6.2.12.A.5.a Examine the impact of Communism on China's society and culture 6.2.12.C.5.a Evaluate American conduct of the cold war throughout Asia 6.2.12.C.5.c Examine the role played by the Third World during the Cold 6.2.12.A.5.b War 6.2.12.A.5.d Investigate the evolution of Soviet policy through its various Cold War changes in regime	History.pg_00.html#00 https://www.primarysource.org/ https://nj.gov/education/holocaust/curriculum/ https://historynewsnetwork.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.cnn.com/cnn10 https://www.tolerance.org/magazine/publications/best-practices-for-serving- lebtq-students/appendix-b-lgbtq-historical-figures https://www.history.com/news/pink-triangle-nazi-concentration-camps https://www.historynet.com/ https://www.historynet.com/

Resources Provide links to specific resources/activities	Unit 13 The Global Age	
https://www.iramm.org/ https://www.readworks.org/ https://sheg.stanford.edu/ https://sheg.stanford.edu/ http://www.findingdulcinea.com/guides/Education/High-School-World- http://www.primarysource.org/ https://www.primarysource.org/ https://www.smithsonianchannel.com/ https://www.archives.gov/ https://www.cnn.com/cnn10 https://www.history.com/ https://www.historynet.com/ https://www.historynet.com/ https://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/	end of the Cold War 6.2.12.B.5.b 6.2.12.C.5.d 6.2.12.C.5.d 6.2.12.D.5.a 6.2.12.D.5.a 6.2.12.D.4.h 6.2.12.D.5.b 6.2.12.D.5.d Connect recent crises in Africa to the legacy of European imperialism 6.2.12.B.5.d Compare the reality of modern India with Gandhi's vision Examine the political problems that plagued Southeast Asia during the second half of the 20th century	https://www.archives.gov/ https://www.archives.gov/ https://www.bistory.com/news/state-department-gay-employees-outed-fired-lavender- scare http://www.historynet.com/

Curricular Units

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

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1	Group Discussions, Graphic Organizers, Class Participation, Exit	3	
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English Language Learnets (ELL) When possible provide links to specific samples (documents) assignments/etc.) coments! When posible, provide links to specific samples (documents). W/ assignments / etc.	Gifted and Talented When possible, provide links to specific samples/ documents/ assignments/est.
 Read written instructions/Google 	a. Students may be provided with note organizers	a. Use of Higher Level Questioning Techniques
translate	/ study guides to reinforce key topics.	b. Extension/Challenge Questions
b. Students may be provided with note	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of
organizers/study guides to reinforce key	c. Preferred seating to be determined by student	Thinking
topics.	and teacher.	
c. Model and provide examples	d. Provide modified assessments when	
d. Extended time on assessments when	necessary.	
needed.		
e. Establish a non-verbal cue to redirect		
student when not on task.		

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

	social media on employer decisions.
	labor market information and other resources available online.9.2.8.B.7 Evaluate the impact of online activities and
	9.2.8.B.5 Analyze labor market trends using state and federal
Science: Discovering sailing and medical innovations	Have everyen regionary, manomany, and growny.
Math: Interpreting maps and charts.	9.2.8.B.4 Evaluate how traditional and nontraditional careers
(DBQs and NJSLS based writing).	work, and extracurricular activities for use in a career.
English: Reading excerpts from primary sources and written responses	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home,
keter to the N budent Learning Standards	
Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.	21st Century Skills When possible provide links to spesific tamples [documents] assignments etc. Refer to the 21st Century Life and Skills
	report results.
	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the
	מוו איטו איטורינים ניט רטווי ג'ץ יעור ו רטעניי.
CRP11. Use technology to enhance productivity.	tions, charts and data from

Martin Luther Interview Sheet -	Definitions of key terms and concepts		6.2.12.D.2.c Justify how innovations
Students investigate major works by primary artistic figures of the Renaissance.	notes Annotated Timelines Teacher and student led PowerPoint Presentations	In what ways does art parallel the time period?	those that became Protestant to the practice of religion in the New World.
Q&A session on the causes of the Italian Renaissance and the principles of Humanism	activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and	How do ideas spread?	Relate the division of European regions during this time period into those that remained Catholic and
	Annotations and close reading		6.2.12.B.2.a
Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.	Content-Specific Practices (when applicable)	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards
	Unit 2: Evolution or Revolution	Unit 2: Evolutio	

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

	Summary and analysis of guest speakers		6.2.12.B.2.b Determine the factors that led to the Reformation and the impact on European politics.
compose and defend a thesis based on primary source documents pertaining to the causes of the Reformation.		How to citizens respond to different forms of governmental control/liberties?	Determine the factors that led to the Reformation and the impact on European politics.

Unit 2.8	Unit 2 Suggested Modifications/Accommodations/Extension Activiti	n Activities
English Language Learners (ELL)	Special Education / 504	Giffed and Talented
When possible, provide links to spossfie samples/ documents/ assignments/etc.	When possible, provide links to specific tamples (documents) assignments (etc.	When possible, provide links to spesific samples (documents) assignments (etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
 Students may be provided with note 	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
topics.	c. Preferred seating to be determined by student and d. greatsocialstudies.com (Enrichment Activities)	d. greatsocialstudies.com (Enrichment Activities)
c. Model and provide examples	teacher.	
d. Extended time on assessments when	the Frontier assessments when necessary.	
needed.		

		9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.
reflects areer Apply appropriate academic and CRP3. Act as a responsible and cApply appropriate academic and CRP5. Consider the environment decisions. CRP6. Demonstrate creativity and cRP8. Utilize critical thinking to solving them. CRP9. Model integrity, ethical le CRP9. Model integrity, ethical le CRP11. Use technology to enhar consisting of in the report Interdisc English: Reading excerpts from (DBQs and NISLS based writin Math: Interpreting maps and chally.	Science. Discovering saming and medical uniovations	9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
When possible, provide links to shoefic samples/ documents/ academics/ Refer to the NI Technology Standards A.1: Create a personal digital portfolio which reflects al and academic interests, achievements, and career come by using a variety of digital tools and resources. A.2: Produce and edit a multi-page digital document for a recial or professional audience and present it to peers and/or ionals in that related area for review. A.4: Construct a spreadsheet workbook with multiple teets to convey the results. A.5: Create a report from a relational database consisting of two tables and describe the process, and explain the report Zist Century Skills When possible, provide links to specific samples/ documents/ academic and career. CRP1. Act as a responsible and cRP3. Attend to personal health (CRP3. Attend to personal health (CRP4. Communicate clearly and decisions. CRP5. Consider the environment decisions. CRP6. Demonstrate creativity and CRP8. Utilize critical thinking to solving them. CRP9. Utilize critical thinking to solving them. CRP9. Model integrity, ethical le CRP11. Use technology to enhar career. Zist Century Skills When passible, provide links to specific services. CRP11. Use technology to enhar career. When passible and career. CRP1. Act as a responsible and career.	Math: Interpreting maps and charts.	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
When possible, promide links to specify temples/ accuments/ tem. Refer to the NI Technology Standards A.1: Create a personal digital portfolio which reflects al and academic interests, achievements, and career tons by using a variety of digital tools and resources. A.2: Produce and edit a multi-page digital document for a recial or professional audience and present it to peers and/or ionals in that related area for review. A.4: Construct a spreadsheet workbook with multiple teets, rename tabs to reflect the data on the worksheet, and thematical or logical functions, charts and data from all eets to convey the results. CRP6. Demonstrate creativity and CRP6. Demonstrate creativity and CRP6. Utilize critical thinking to solving them. CRP9. Wtilize critical thinking to convey the results. CRP9. Model integrity, ethical le CRP11. Use technology to enhart convey the process, and explain the report CRP11. Use technology to enhart career to the 21st Century Skills When possible, promide links to specific ELLs. CRP11. Act as a responsible and career and or a responsible and career and career on the NI Technology in the Interedisc and academic interests, and academic and career and career and or a responsible and career and career and career and career and or a responsible and career and	English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).	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.
When possible, proude links to specific samples deaments assignments str. Refer to the N Technology Standards Refer to the N Refer to the N Refer to the N Technology Standards Refer to the N Refer to the N Refer to the N Technology Standards Refer to the N Refer to the N Refer to the N Technology Standards Refer to the N Refer to the N Refer to the N Refer to the N Refer to the N Technology Standards Refer to the N Technology Islandards Refer to the N Technology Standards Refer to the N Technology Islandards Refer to the N A.1: Create a personal digital portfolio which reflects Apply appropriate academic and CRP3. Attend to personal health CRP4. Communicate clearly and decisions. CRP5. Consider the environment decisions. CRP6. Demonstrate creativity and CRP6. Demonstrate creativity and CRP6. Demonstrate creativity and CRP9. Model integrity, ethical le CRP9. Model integrity, ethical le CRP11. Use technology to enhar two tables and describe the process, and explain the report	Interdisciplinary Connections When passible, provide links to specific ELA/Math/Sti/SS standards as well as samples/ documents/ assignment/ac. Refer to the NI Student Learning Standards	21st Century Skills When possible, provide links to specific camples! documents! assignments! etc. Refer to the 21st Century Life and Skills
io which reflects of the sand career sand resources. CRP1. Act as a responsible and career sand resources. CRP3. Attend to personal health CRP4. Communicate clearly and care tit to peers and/or decisions. CRP6. Demonstrate creativity and care the worksheet, and sand data from all CRP9. Model integrity, ethical le CRP11. Use technology to enhar		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.
ments/ accignments/uc. in which reflects its, and career s and resources. igital document for a esent it to peers and/or	nstrate creativity an critical thinking to integrity, ethical le	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.
S	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.	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.
Career H When passible, provide links to Refer to the N	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	8.1.12.A.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.
Unit / Connections	Career F ben possible, provide linde: to Refer to the N	

Compare/contrast Catholic and Protestant primary sources	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines	How did the environment factor into exploration and colonization?	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
Class Discussion: How did technology change exploration? Writing Prompt: The effects of global trade from the New World on Europe, Asia, & Africa.	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	Why do some cultures choose expansion while others opt for isolation? What are the positive and negative results from cultural and economic exchanges?	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. 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. 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.
Standard Mastery Examples (The Student will be able to:)	Unit 3: Isolation & Collision Nowledge & Skills Content-Specific Practices ked": Standards) (when applicable)	Unit 3: Isolati Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards

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

World's economy and society.
cotton) from Asia to Europe to

6.2.12.C.1.c

conquest, and colonization. expansion through trade, in stimulating European Assess the role of mercantilism

expansion?

What factors led to European

ent are humans	Classroom Discussions, Socratic
ther cultures?	seminars, and Debates
	Analysis of graphic organizers and
	notes

expansion good or bad? Class Debate: Was European

ganizers and

Definitions of key terms and PowerPoint Presentations Teacher and student led

concepts

Economy Writing Prompt: New World

and essays Summary and analysis of guest Videos/Documentaries/Films Summary and Analysis of Written responses to queries Document Based Question analysis Individual/Group Presentations

Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, Formative Assessment When passible, provide links to specific samples [documents] assignments [etc., Unit 3 Assessment Plan Summative Assessment When possible, provide links to specific samples! documents! assignments! etc. Tests, Quizzes, Projects

Tuni 3 S	Unit 3 Suggested Modifications/Accommodations/Extension Activities	n Activities
English Language Learners (BLL)	Special Education / 504	Gifted and Talented
When possible, provide links to specific samples! documents! assignments! etc.	When possible, provide links to specific samples! documents! assignments! etc.	When possible, provide links to specific samples (documents) assignments / etc.
a. Read written instructions	a. Students may be provided with note organizers /	 a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	c. Preferred seating to be determined by student and	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	e. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

NJSLS - Technology	Career Readiness Practices
When possible provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards	When possible, provide links to spasjie samples! dissuments/ assignments/ etc. 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.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.
8.1.12.A.4: Construct a spreadsheet workbook with multiple	CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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.	CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible, provide links to specific samples/ documents/ assignments/est. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links: to specific ELA/Math/Stl/SS: standard: as well as samples/ documents/ assignments/est: Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Interpreting maps and charts.
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Science: Discovering sailing and medical innovations
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

Unit 4: Modern State/Modern Mind

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

monarchy).	English limited speakers	monarchy and the Summa	(i.e., the French absolute Videos	nation states in Europe Summa	of powerful, centralized white
	8	Summary and analysis of guest	Videos/Documentaries/Films	Summary and Analysis of	Written responses to queries

Lini 48	Unit 4 Suggested Modifications/Accommodations/Extension Activ	n Activities
English Language Learners (ELL) When possible, provide links to perific samples/ documents/ assignments/etc.	Special Education / 504 When possible, provide links to specific samples/, documents/ assignments/etc.	Gifted and Talented When possible, provide links, to specife samples (documents) assignments (etc.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
 c. Model and provide examples 	c. Preferred seating to be determined by student and	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	4
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	E. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal		
Presentations		

8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	NISLS-Technology When possible, pravide links to specific samples/ documents/ assignments/etc. Refer to the M-Technology-Standards
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	Unit 4 Connections Career Readiness Practices When pastible, provide links to specific samples I document I accignments etc. Refer to the NI Carter Readiness Practices

8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible, provide links to specific tamples / documents / assignments / etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links: to spesific ELA/Math/Sci/SS: standards as well as samples/ documents/ assignments/etc. Refer to the NJ Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).
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.	Math: Interpreting maps and charts. Science: Study of the discoveries in astronomy and the formulation of the empirical scientific method,
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

Content-Specific Practices ("Unpacked" Standards) Annotations and close reading activities al revolution? Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines	ards Critical Knowledge & Skills ("Unpacked" Standards) Annotations and close reading activities y, natural revolution? Annotations and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led		Unit 5: Upheava	Unit 5: Upheaval-Ideas in Action	
Annotations and close reading activities Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines	Annotations and close reading activities Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led	Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific camples/ documents/ actionments/ etc.
what are the necessary ingredients of Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines	what are the necessary ingredients of classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led	6.2.12.A.3.a Explain how and why		Annotations and close reading activities	Q&A session on France's
Annotated Timelines	Annotated Timelines Teacher and student led	popular sovereignty, natural rights, democracy,	revolution?	seminars, and Debates Analysis of graphic organizers and	the Estates General, and the role of the Third Estate
Teacher and student led		driving forces for reforms		Annotated Timelines Teacher and student led	Presentation tracing the Revolution from the National

brought at during this 6.2 Relate the	movement goals. 6.2 Explain he and group revolution	6.2.12.A.3.d Compare and contras struggles for women suffrage and workers in Europe and North America, and evalua	parliament 6.2 Compare t of the Enli Europe (e. social, gen with simila and the Middle Africa.	and 6.2.12.A.3 Analyze the relatio between industriali and the rise of dem and social reforms,
brought about change during this time period. 6.2.12.A.3.b Relate the responses of	degree to which each movement achieved its goals. 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and	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	including the expansion of parliamentary government. 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.	and 6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms,
	How are colonization and nationalism connected?	Does class or status affect one's role in a revolution?		What patterns of do revolutions generally follow?
and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest	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	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines	Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis
DBQ Essay - Students compose and defend a thesis based on primary source documents pertaining to the impact of the	Essay on Napoleon's obsession with revenge against Britain and his three critical military blunders	Class discussion on the impact of social class on revolutionary movements in Latin America and class conflicts following independence	Students use "Music and Mayhem" sheet to compare timelines associated with the French Revolution and "La Marseilles"	Assembly through the Reign of Terror Cross-Curricular: Lecture on the major causes, events, and effects of the French Revolution

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a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
 c. Model and provide examples 	 Preferred seating to be determined by student and 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	 d. Provide modified assessments when necessary. 	
when not on task.	E. Student may complete assessments in alternate	
 Students may use a bilingual dictionary. 	setting when requested.	
g. Pair Visual Prompts with Verbal		
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aspirations by using a variety of digital tools and resources. personal and academic interests, achievements, and career

professionals in that related area for review. commercial or professional audience and present it to peers and/or 8.1.12.A.2: Produce and edit a multi-page digital document for a

worksheets to convey the results. worksheets, rename tabs to reflect the data on the worksheet, and 8.1.12.A.4: Construct a spreadsheet workbook with multiple use mathematical or logical functions, charts and data from all

at least two tables and describe the process, and explain the report 8.1.12.A.5: Create a report from a relational database consisting of results.

When possible provide links to peofic samples! documents! assignments!est. Refer to the 21st Century Life and Skills 21st Century Skills

9.2.8.B.3 Evaluate communication, collaboration, and work, and extracurricular activities for use in a career leadership skills that can be developed through school, home,

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

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

Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason.

decisions. CRP5. Consider the environmental, social and economic impacts of

CRP6. Demonstrate creativity and innovation

solving them. CRP8. Utilize critical thinking to make sense of problems and persevere in

CRP11. Use technology to enhance productivity. CRP9. Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

When possible, provide links: to specific ELA/Math/Sci/SS standards as well as samples/ documents/

English: Reading excerpts from primary sources and written responses

Math: Interpreting maps and charts

(DBQs and NJSLS based writing).

Science: Discovering sailing and medical innovations

associated with the French Revolution and "La Marseilles" Music: Students use "Music and Mayhem" sheet to compare timelines

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

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

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organizers/study guides to reinforce key topics.	b. Extended time on assessments when needed.	c. Provide Assessments at a Higher Level of Thinking
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d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	E. Student may complete assessments in alternate	
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g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

Career Readiness Practices Refer to the NI Career Readiness Practices 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. CRP11. Use technology to enhance productivity. Interdisciplinary Connections When possible, provide links: to specific ELA/Math/Sal/SS standards at well as samples/ documents/ assignments/ sic.

DBQ Essay - Students compose and defend a thesis		How does art mirror politics?	their impact on government, society, and
Class Discussion on the Great Reform Bill and Chartism in England, feminism & suffrage, France's Third Republic & the Dreyfus Affair, and anti-Semitism & Zionism	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	Why can nationalism bring people together or tear countries apart?	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
nationalism throughout post- Napoleonic Europe, and the social groups attracted to each	notes Annotated Timelines Annotated Timelines Teachet and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments	What factors foster nationalism?	America, and evaluate the degree to which each movement achieved its goals. 6.2.12.A.3.a
Students list the attributes associated with liberalism, conservatism, radicalism, and	Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and	Is nationalism a natural human drive?	6.2.12.A.3.d Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North
Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/sit.	Content-Specific Practices (when applicable)	Critical Knowledge & Skills ("Unpacked" Standards)	Content Standards
	agnetism	Unit 7: National Magnetism	
		9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	9.2.8.B.7 Evaluate the impacton employer decisions.
		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.5 Analyze labor mar labor market information an
		9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and glob

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Uni	Unit 7 Suggested Modifications/Accommodations/Extension Activities	Activities
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c. Model and provide examples	 c. Preferred seating to be determined by student and 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	E. Student may complete assessments in alternate	
f. Students may use a bilingual dictionary.	setting when requested.	
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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.	21st Century Skillis When passible, provide links to spesific samples/ documents/ assignments/ etc. Refer to the <u>21st Century Life and Skills</u>	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.	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, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).	Interdisciplinaty Connections When possible, provide links to specific EL-A/Math/Sai/SS standards as well as samples/, documents/ assignments/atc. Refer to the NJ Student Learning Standards		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. CRP11. Use technology to enhance productivity.

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

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions. 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

Science: Discovering sailing and medical innovations

Math: Interpreting maps and charts.

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

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rights in Europe and North	miperiansm;	Analysis of graphic organizers and	South Africa culminating in the
America, and evaluate the		notes	Boer War
degree to which each		Annotated Limelines	
goals	is imperialism a moral or an immoral	PowerPoint Presentations	class discussion British indirect
6.2.12.B.3.a	THOACHTCITE	Definitions of key terms and concepts	paternalism/assimilation, as well as African resistance
Assess the impact of imperialism by comparing	What are the possible responses of	Individual/Group Presentations Document Based Question analysis	movements.
and contrasting the political boundaries of the	those being imperialized?	and essays Written responses to queries	Writing prompt the impact of a declining Ottoman Empire and
world in 1815 and 1914.		Summary and analysis of guest speakers	European incursions into the Middle East.
6.2.12.C.3.b		Annotations and close reading	n (1 m) personal alore de la contraction de la c
Analyze interrelationships	X	activities	Description of the least of
among me mausmai	of imporialized	seminars and Debates	the Cancy Mutiny and the
competition for global	or miber ransm;	Analysis of graphic organizers and	formation of the Indian National
markets, imperialism, and	-	notes Appointed Timelines	Congress
natural resources.	How does imperialism lead to modern geopolitics?	Teacher and student led	Discussion focusing on Latin
6.2.12.C.3.e		PowerPoint Presentations Class Trips to applicable historical	American independence
Compare the impact of	How does imperialism foster a new	sites/monuments	social structure, and the
development in Africa,	type of nationalism?	Definitions of key terms and	growing regional dominance of
Asia, and Latin America		Individual/Group Presentations	the United States
regarding barriers or		Document Based Question analysis	
opportunities for future		and essays	
development and political		Written responses to queries	
ındependence.		Summary and Analysis of	
		Videos/Documentaries/Films	
		Summary and analysis of guest	
6.2.12.D.3.e		Annotations and close reading	
Analyze the impact of the	In a modernizing world, what are the	activities	
policies of different	options for less developed countries?	Classroom Discussions, Socratic	
European colonizers on	TOTAL STATE OF THE PARTY OF THE	seminars, and Debates	
	The state of the s		, if
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		The state of the s	in the 20th century.
			prosperity of each country
			development and
			imperialism on the
			determine the effects of
	٠		imperialism, and
	speakers		of and responses to
	Summary and analysis of guest		China's and Japan's views
	Videos/Documentaries/Films		Compare and contrast
	Summary and Analysis of		0.2.12.0.3.0
	Written responses to queries		3
imperialism.	and essays	imperialized from within?	TO CARRO ALLA COLO MARCO AO A TO
reactions to western	Document Based Question analysis	is it possible for a people to be	world in 1815 and 1914
DBQ essay on indigenous	Individual/Group Presentations		molitical boundaries of the
	concepts		and contracting the
	Definitions of key terms and		imnerialism by comparing
	sites/monuments		Assess the impact of
	Class Trips to applicable historical	or a crianging world:	6.2.12.B.3.a
	PowerPoint Presentations	ef changing raines in the lace	,
	Teacher and student led	maintain traditional values in the face	imperialistic rule.
Asia and the Pacific Islands	Annotated Timelines	What anables importalized countries to	these societies to
systems throughout Southeast	notes		explain the responses of
Project on the variety of colonial	Analysis of graphic organizers and		indigenous societies, and

	Tickets, Study guides,
Tests, Quizzes, Projects	Group Discussions, Graphic Organizers, Class Participation, Exit
Summative Assessment When possible, provide links to specific samples/ documents/ assignments/ sic	Formative Assessment When passible, provide links to specific samples/ documents/ assignments/ etc.
Unit 8 Assessment Plan	unitary and the second of

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

9.2.8.B.3 Eval leadership skil work, and extra 9.2.8.B.4 Eval careers have e 9.2.8.B.5 Anal labor market i	When 2005	8.1.12.A.5: Cr at least two tal results.	8.1.12.A.4: Co worksheets, re use mathemati worksheets to	8.1.12.A.2: Pr commercial or professionals	8.1.12.A.1: Cr personal and a aspirations by	When pos	f. Students mag. Pair Visual I g. Pair Visual I Presentations h. Highlight K
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, he work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. 9.2.8.B.5 Analyze labor market trends using state and fee labor market information and other resources available or	21st Century Skills ible, provide lines to sperific samples documents a Refer to the 21st Century Life and Skills	eate a report from a rel describe the p	8.1.12.A.4: Construct a spreadsheet worksheets, rename tabs to reflect thuse mathematical or logical functions worksheets to convey the results.	8.1.12.A.2: Produce and edit a multi-page d commercial or professional audience and professionals in that related area for review.	8.1.12.A.1: Create a personal digital portfolio which reflect personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	NJSLS - Technology ible, provide links to sperific samples/ documents/ Refer to the NI Technology Standards	Students may use a bilingual dictionary. Pair Visual Prompts with Verbal sentations Highlight Key Words & Phrases
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	21st Century Skills When passible, provide links to specific samples / documents / assignments/etc. Refer to the 21st Century Life and Skills	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	NJSLS - Technology When passible, provide links to sperife samples / documents / assignments / etc. Refect to the NI Technology Standards	sett f. wh
English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing). Math: Interpreting maps and charts. Science: Discovering sailing and medical innovations	Interdisciplinary Connections When passible, provide links to specific ELAI Math Sci SS standards as well as samples documents assignments etc. Refer to the N Student Learning Standards	of T		CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	Unite 8 Connections Career Readiness Practices When possible, provide links to speafic samples / documents / assignments / disconnections Refer to the M Career Readiness Practices	ing when requested. Establish a non-verbal cue to redirect student en not on task.

	Unit 9: Toward Armageddon	lageddon	
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to spessie samples/ documents/ assignments/etc.
6.2.12.D.4.a	TO PERSON TO THE PERSON DESCRIPTION OF THE PERSON DESCRIPTION DESCRIPTION OF THE PERSON DESCRIPTION DESCRIPTION DESCRIPTIO	Annotations and close reading	and the state of t
Analyze the extent to	What were the root causes of World	activities	Class discussion on the
which nationalism,	War I?	Classroom Discussions, Socratic	immediate causes of the First
industrialization, territory			World War and whether it was,
disputes, imperialism,		Analysis of graphic organizers and	in any way, avoidable
militarism, and alliances		notes Timelines	
led to World War I.		Teacher and student led	
6.2.12.C.4.b		PowerPoint Presentations	Create a political cartoon
Compare and contrast		sites/moniments	depicting the causes of W.W.I.
World Wars I and II in		Definitions of key terms and	
terms of technological		concepts	
innovations (i.e., industrial		Individual/Group Presentations	
production, scientific	What is the impact of modern	Document Based Question analysis	Cooperative groups brainstorm
research, war tactics) and	technology on traditional battle tactics?	and essays	to create Pie Charts that assess a
social impact (i.e., national		Written responses to queries	percentage of blame to each of
mobilization, loss of life,		Summary and Analysis of	the major nations involved in
and destruction of		Videos/Documentaries/Films	World War I
property).		Summary and analysis of guest	
		speakers	
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.			
	- Surface and a	***************************************	The state of the s

	YVWWAddaminimimi		
OT AA OT IA	and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films		6.2.12.C.4.c Assess the short- and long-term demographic,
Class Discussion: Assess the long/short term consequences of World War I	Definitions of key terms and concepts Individual/Group Presentations Document Based Obesition analysis	How did geography impact military strategy during World War I?	impacted military strategies and major turning points during World War II.
	PowerPoint Presentations Class Trips to applicable historical		6.2.12.D.4.b Determine how geography
	notes Annotated Timelines		the world in 1914 and 1939.
Fill in the major events of WWI on a blank world map	seminars, and Debates Analysis of graphic organizers and		comparing and contrasting the political boundaries of
	Classroom Discussions, Socratic	World War I?	impact of World War I by
	Annotations and close reading		6.2.12.B.4.a
	speakers		
	Summary and analysis of guest		
	Videos /Dogumentaries /Films		
,	Written responses to queries		
depicting their role in the war	and essays		
Archduke Franz Ferdinand	Document Based Question analysis		ASIA.
George, Kaiser Wilhelm II.	Individual/Group Presentations		their spread in Europe and
major figures of W.W.I-	Definitions of key terms and	,	and explain the reasons for
Create a character cube on the	sites/monuments	goals of its participants?	communism, and fascism
	Class Trips to applicable historical	To what extent does WWI achieve the	hetween socialism
	PowerPoint Presentations		0.7.7.4.4
	Teacher and student led		8010 A A 6
the enemy.	Annotated Timelines	nationalist War?	support of "total war".
and/or manufactures hate for	Analysis of graphic organizers and	war" / an imperialistic war / a	civilian populations in
that promotes patriotism	seminars, and Debates	In what sense is WWI a truly "world	propaganda in mobilizing
Allied or the Central Powers	Classroom Discussions, Socratic		bias, nationalism, and
from the point of either the	activities		Analyze the role of racial
Create a propaganda poster	Annotations and close reading		6.2.12.D.4.g

447444444444444444444444444444444444444		Management of the Control of the Con	TOT GIT HIT OIVEU.
			for old installand
			consequences of genocide
			and describe the long-term
			of persecution or genocide,
	opeaners		and rescuers during events
	Smallers and analysis of guest		perpetrators, bystanders,
	Summater and and weight of mast		actions of marviages as
	Videos/Documentaries/Films		actions of individuals as
	Summary and Analysis of		Compare and contrast the
	Written responses to queries		6.2.12.D.4.I
	and essays		
	Document Based Question analysis		the arts.
	Individual/Group Presentations		values and social ideas in
	concepts		War II by analyzing the
•	Definitions of key terms and		Depression, and World
of the treaty of Versailles.	sites/monuments		of World War I, the Great
the justness and effectiveness	Class Trips to applicable historical		Assess the cultural impact
Thematic Essay response on	PowerPoint Presentations	•	6.2.72.D.4.K
	Teacher and student led	117)
	Annotated Timelines	How did WW I eventually lead to WW	WILLY DON'TOWN
	notes		time period
	Analysis of graphic organizers and		transformed during this
women during World War I.	seminars, and Debates		roles of women were
Writing Prompt on the role of	Classroom Discussions, Socratic	during this time period?	economic, and political
	activities	How did the role of women change	Analyze how the social,
	Annotations and close reading		6.2.12.D.4.j
			of the two World Wars.
			violence and destruction
			consequences of the
	speakers		environmental
	Summary and analysis of guest		social, economic, and
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	Group Discussions, Graphic Organizers, Class Participation,		
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Uni	Unit 9 Suggested Modifications/Accommodations/Extension Activitie	Activities
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
When possible, provide links to specific samples documents/	When possible, provide links to specific samples/ documents/	When possible, provide links to specific samples [documents]
assignments/etc.	assignments/etc.	in the control of the control of assignments assignments assignments assignments.
a. Read written instructions	a. Students may be provided with note organizers /	a. Use of Higher Level Questioning Techniques
b. Students may be provided with note	study guides to reinforce key topics.	b. Extension/Challenge Questions
organizers/study guides to reinforce key topics.	 b. Extended time on assessments when needed. 	c. Provide Assessments at a Higher Level of Thinking
c. Model and provide examples	 Preferred seating to be determined by student and 	d. greatsocialstudies.com (Enrichment Activities)
d. Extended time on assessments when needed.	teacher.	
e. Establish a non-verbal cue to redirect student	d. Provide modified assessments when necessary.	
when not on task.	 E. Student may complete assessments in alternate 	
f. Students may use a bilingual dictionary.	setting when requested.	
g. Pair Visual Prompts with Verbal	f. Establish a non-verbal cue to redirect student	
Presentations	when not on task.	
h. Highlight Key Words & Phrases		

8.1.12.A.4: Construct a spreadsheet workbook with multiple	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	Unit NJSLS - Technology When possible, provide lines to specific samples/ documents/ assignments/etc. Refer to the NI Technology Standards
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	Unit 9 Combections Career Readiness Practices When possible, provide links to specific samples documents assignments dec

the state of the s	CDDO Model interrity others leadership and effective management
use mathematical or logical functions, charts and data from all worksheets to convey the results.	CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report	
21st Century Skills When possible, provide links to sperific samples; documents; assignments; etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to spesific EUA(Math/ScifSS standards as well as samples/ documents/ assignments/sta. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	Math: Interpreting maps and charts.
Q 7 & R 5 Analyze Jahor market trends using state and federal	Science: Discovering sailing and medical innovations
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.	

6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and	Content Standards	
Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and their spread in Europe and revolution and for it to be feasible?	Critical Knowledge & Skills ("Unpacked" Standards)	Unit 10: Walking Giants
Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes	Content-Specific Practices (when applicable)	Giants
Create a flow chart that chronicles Russia from 1900 to 1925.	Standard Mastery Examples When possible, provide lines to specific samples/ documents/ assignments/site.	

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

countries.	determine how his methods were later used	Assess the impact of Gandhi's methods of civil disobedience and passive	during this time period.	revolutionary actions and	Explain how individuals and groups promoted	6.2.12.D.3.a	Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
		Evaluate the career and Methods of Mohandas K. Gandhi		independence	of the movement for Indian	Investigate the nature and foundations	
and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	concepts Individual/Group Presentations Document Based Question analysis	PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and	notes Annotated Timelines Teacher and student led	seminars, and Debates Analysis of graphic organizers and	Classtoom Discussions, Socratic	Annotations and close reading	Summary and analysis of guest speakers
Thematic/DBQ Essay response on Gandhi's career and methods.	Develop a plan of civil resistance for a proposed situation.	Create a tribute mural in remembrance of Gandhi's career.	Gandhi – one Indian and one British.	Compose two obituaries for	Mohandas K. Gandhi	Use primary source documents	

	Toward I		-1:0429:313 -23
 a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples 	Unite 1 English Language Learners (EIL) When possible, provide inves to specific samples / documents/ assignments/sic.	Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Formative Assessment When passible, provide links to specific samples/documents/assignments/esc
 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 	Unit 10 Suggested Modifications / Accommodations / Extension Activities Special Education / 504 Who possible provide theke to specific samples / documents When accomments tt.		
 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) 	Activities Gifted and Talented When posible, provide links to specific samples) documents assignments fets.	Tests, Quizzes, Projects	Summative Assessment When possible, provide links to specific samples documents assignments etc.

d. Extended time on assessments when needed. teacher.

Science: Discovering sailing and medical innovations	9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
Math: Interpreting maps and charts.	
English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
Art: Create a tribute mural in remembrance of Gandhi's career.	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.
Interdisciplinary Connections When possible, provide linker to specific ELA/Math/Sci/SS standards as well as samples (documents/ assignments/etc. Refer to the NJ Student Learning Standards	21st Century Skills When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills
	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
	8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Unit 10 Connections Career Readiness Fractices When possible, provide links to specific samples documents accignments dic. Refer to the NI Career Readiness Practices	NJSLS - Technology When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NI Technology Standards
 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. 	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 f. Establish a non-verb Presentations h. Highlight Key Words & Phrases

	Unit 11: Global Cataclysm	taclysm	
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.
6.2.12.C.4.a Analyze government		Annotations and close reading activities	Use source examples of literature, art, and
responses to the Great Depression and their	Why is the time period following WWI is often referred to as "The	Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and	photography to trace developments from 1920-
the growth of fascist,	Age of Anxiety?"	C	1940.
socialist, and communist		Annotated Timelines Teacher and student led	
movements and the effects		PowerPoint Presentations	
on capitalist economic		Class Trips to applicable historical	
	In what ways does culture reflect the	Sites/monuments Definitions of key terms and	aggression and appeasement
6.2.12.D.4.i	politics and economics of a time	concepts	using primary source
Compare and contrast the	period?	Individual/Group Presentations	documents.
actions of individuals as		Document Based Question analysis	
and rescuers during events		Written responses to queries	
of persecution or genocide,		Summary and Analysis of	
and describe the long-term		Videos/Documentaries/Films	
consequences of genocide	What social, economic, and political	Summary and analysis of guest	
for all involved.	factors are in place to allow for	speakers	
6.2.12.A.4.a	dictators to take over generally democratic nations?		
between socialism, communism, and fascism			

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

Assess the short- and long- term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars	of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese. 6.2.12.C.4.c
	What tactics are employed to create ethnic hatred in otherwise humane societies?
	Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers
	"Pink Triangle" Create a timeline of events that led to the surrenders of Germany and Japan.

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

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	9.2.8.B.7 Evaluate the impact of online activities and social media
Science: Discovering sailing and medical innovations	9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
Math: Interpreting maps and charts.	careers have evolved regionally, nationally, and globally.
English: Reading excerpts from primary sources and written responses (DBQs and NJSLS based writing).	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.
Interdisciplinary Connections When passible, provide links to specific ELA/Math/Sa/SS standards as well as samples// documents/ arignments/ etc. Refer to the NJ Student Learning Standards	21st Century Skills When possible, provide links to specific samples/ disaments/ assignments/etc. Refer to the 21st Century Life and Skills
	8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
control. Unitze critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.	8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
	8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.	8.1.12.A.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.
When possible, provide links to specific samples documents assignments etc. Refer to the NJ Career Readiness Practices	When possible, provide links to sperific samples / documents / assignments / etc. Refer to the M. Technology Standards

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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.

	Annotated Timelines Teacher and student led PowerPoint Presentations		War II.
and Japan recover after World War II?	chassicom Discussions, sociations seminars, and Debates Analysis of graphic organizers and notes	achieve economic recovery after World War II?	Western European countries and Japan achieved rapid economic recovery after World
Class Discussion: How did	Annotations and close reading activities	How and why did some countries	6.2.12.C.5.a Explain how and why
			made by the Soviet Union and the United States to expand and protect their spheres of influence.
			6.2.12.B.5.a Determine the impact of geography on decisions
	,		Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
	Videos/Documentaries/Films Summary and analysis of guest speakers	War II?	war, the formation of new alliances (e.g., NATO, SEATO, Warsaw
alliances such as Nato, Seato, etc. help to foster world peace?	and essays Written responses to queries Summary and Analysis of	What new alliances formed after World	and policies between the United States and the USSR resulted in a cold
Writing Prompt: How will new	concepts Individual/Group Presentations Document Based Question analysis		Explain how and why differences in ideologies
	PowerPoint Presentations Definitions of key terms and		6212A53
Lavender Scare: Read and discuss passage.	notes Annotated Timelines Teacher and student led		established by the treaties that ended
	seminars, and Debates Analysis of graphic organizers and	What is the Cold War?	consequences of new
Cold War Debate: Who is to blame?	Annotations and close reading activities Classroom Discussions, Socratic		6.2.12.B.4.d Explain the intended and unintended

		The state of the s	***************************************
	Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films	powers?	Nations and evaluate the organization's ability to solve or mediate international conflicts.
	Class Trips to applicable historical sites/monuments Definitions of key terms and	How did the "Arms Race" affect the United States and other major world	6.2.12.A.5.b Analyze the structure and goals of the United
United Nations DBQ	notes Annotated Timelines Teacher and student led PowerPoint Presentations		international politics from multiple perspectives.
	seminars, and Debates Analysis of graphic organizers and	,	the space race, and nuclear proliferation on
Class Debate: Was the Space Race or Arms Race necessary?	Annotations and close reading activities Classroom Discussions, Socratic	How did the "Space Race" impact our country?	6.2.12.U.5.c Assess the impact of the international arms race.
Continue Con	- Freehouses	- Andrews - Andr	values.
			traditional cultures and
			creating a "global" culture,
			communications in
			business electronic
			increased personal and
			Assess the role of
	speakers		6.2.12.D.6.a
	Videos/Documentaries/Films Summary and analysis of guest		response to such events.
	Summary and Analysis of		world community in
	Written responses to queries		responsibilities of the
	and essays		Sudan), and evaluate the
	Document Based Question analysis		Herzegovina, Somalia,
continue to get involved in conflicts overseas?	Individual/Group Presentations	War II?	Rwanda, Bosnia-
Writing Prompt: Should the U.S.	Concepts of key terms and	7471-4	billings fact Cambodia
	sites/monuments		Allalyze the causes and
	Class Trips to applicable historical		0.2.12.A.5.d

	Wyprida my and a second my a s
speakers	Summary and analysis of guest

Tickets, Study guides,	Group Discussions, Graphic Organizers, Class Participation, Exit	Units Formative Assessment When possible, provide links to specific samples (documents) assignments (etc.
	Tests, Quizzes, Projects	D Assessment Plan Summative Assessment When possible, provide links to specific samples! documents/ assignments/ assignments/

		h. Highlight Key Words & Phrases
	when not on task.	Presentations
	f. Establish a non-verbal cue to redirect student	g. Pair Visual Prompts with Verbal
	setting when requested.	 Students may use a bilingual dictionary.
	E. Student may complete assessments in alternate	when not on task.
	d. Provide modified assessments when necessary.	e. Establish a non-verbal cue to redirect student
	teacher.	d. Extended time on assessments when needed.
d. greatsocialstudies.com (Enrichment Activities)	 Preferred seating to be determined by student and 	c. Model and provide examples
c. Provide Assessments at a Higher Level of Lhinking	b. Extended time on assessments when needed.	organizers/study guides to reinforce key topics.
b. Extension/Challenge Questions		b. Students may be provided with note
a. Use of Higher Level Questioning Techniques	a. Students may be provided with note organizers /	a. Read written instructions
Giffed and Talented When possible, provide links to sperjit samples, documents, assignments bts.	Special Education / 504 When possible, provide lines to specific samples/ documents/ assignments/esc.	Buglish Language Learners (ELL) When possible, provide links to specific samples documents assignments etc.
Activities of the second secon	Unit 12 Suggested Modifications/Accommodations/Extension Activities	

Career Readiness Practices When possible, provide links to spatfic tumples / deciments / assignments / assignment	When possible, provide links to specific temples? I documents. Assignments (etc.) 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 When possible, provide Refer to the possible provide Refer to	NJSLS - Technology When possible provide links to possible and commental assignments of the NJ Technology Standards 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.
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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, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	Solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible provide links to spesife samples / documents / assignments / etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific BLA/Math/Sci/SS standards at well at samples/ documents/ assignments/esc. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	English: Reading excerpts from primary sources and written responses
9.2.8.B.4 Evaluate how traditional and nontraditional	(DBQs and NJSLS based writing).
careers have evolved regionally, nationally, and globally.	Math: Interpreting maps and charts.
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Science: Discovering sailing and medical innovations
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

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

African, and Asian nations to build stable economies and national identities. 6.2.12.A.6.b	8	Sudan), and evaluate the responsibilities of the world community in response to such events. 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. 6.2.12.B.5.b 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.
Can communism be effective or successful on a large scale without dictatorial control?	In order for any democracy to be successful, what factors must be present?	Are capitalism and communism inherently incompatible? What were the reasons for the collapse of the Soviet Union?
Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of	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	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
Write an essay that analyzes whether the fall of communism was a positive or	Class Discussion: What are the challenges faced by developing nations to compete in a global economy.	Xiaoping. Class Discussion: Progress of human and civil rights since 1948 U.N. Declaration of Human rights. Cold War DBQ

6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.	partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.	ggles in ling the	6.2.12.B.5.d Analyze post-	countries.	methods were later used	resistance in India, and or pridetermine how his	ě	Gandhi's methods of civil	6.2.12.D.5.b	and human rights.	use of natural resources.	such as territory,	global interest in matters	national sovereignty and	and tensions between
		How can newly developed nations survive and thrive?				or protest?	Is passive resistance an effective form								
speakers	Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest	concepts Individual/Group Presentations Document Based Question analysis	Class Trips to applicable historical sites/monuments Definitions of key terms and	PowerPoint Presentations	Annotated Timelines	Analysis of graphic organizers and notes	seminars, and Debates	activities Classroom Discussions, Socratic	Annotations and close reading					speakers	Summary and analysis of guest
	effectiveness of democracy in newly independent countries.	Compose an essay on the					peaceim profest effectives	Class Debate: When is	-					arrocker by to	affected by it

Tickets, Study guides,	oup Discussions, Graphic Organizers, Class Participation, Exit	Unit IS Assessment When possible, provide lines to specific samples/ documents/ assignments/etc. When possible in the second se
	Tests, Quizzes, Projects	s Summative Assessment Jen possible, provide links to specific samples (documents / assignments / etc.

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

Uper posible, provide links to specific samples/ documents/ assignments/sec. Refer to the N Technology Standards	Unit 12 Connections Career Readiness Practices When possible provide links to specific samples documents assignments stc. Refer to the NI Carcor Readiness Practices
8.1.12.A.1: Create a personal digital portfolio which reflects	CRP1. Act as a responsible and contributing citizen and employee. CRP2.
personal and academic interests, achievements, and career	Apply appropriate academic and technical skills.
aspirations by using a variety of digital tools and resources.	CRP3. Attend to personal health and financial well-being.
	CRP4. Communicate clearly and effectively and with reason.
8.1.12.A.2: Produce and edit a multi-page digital document for a	CRP5. Consider the environmental, social and economic impacts of
commercial or professional audience and present it to peers and/or	decisions.

professionals in that related area for review.	CRP6. Demonstrate creativity and innovation.
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.	CRP3. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	
21st Century Skills When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the 21st Century Life and Skills	Interdisciplinary Connections When possible, provide links to specific ELA/Math/Sel/SS standards as well as samples/ documents/ assignments/etc. Refer to the NI Student Learning Standards
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	English: Reading excerpts from primary sources and written responses
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	(DBQs and NJSLS based writing). Math: Interpreting maps and charts.
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Science: Discovering sailing and medical innovations
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.	

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