

## World History Curriculum

Cliffside Park High School

August 2018

**GRADE:** World History--9th Grade

<b>Unit Name:</b> Renaissance and Reformation
<b>Duration:</b> 3-4 weeks
<b>Enduring Understanding:</b> <ul style="list-style-type: none"><li>● Society allows religion and the church to influence Europe in many ways politically, socially, and economically.</li></ul>
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>● How did Renaissance artists and authors contribute to Italy's success during the 14th and 15th centuries?</li><li>● Why did religious figures begin speaking negatively about the Catholic Church?</li></ul>
<b>Topics Covered:</b> <ul style="list-style-type: none"><li>● Renaissance</li><li>● Medici family</li><li>● Renaissance Man/Renaissance Woman</li><li>● Leonardo da Vinci</li><li>● Raphael</li><li>● Michelangelo</li><li>● Niccolo Machiavelli</li><li>● William Shakespeare</li><li>● Johann Gutenberg</li><li>● Protestant Reformation</li></ul>

- Martin Luther
- John Calvin
- Henry VIII
- Catholic/Counter Reformation
- Jesuits

**Assessments:****Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: Autobiographical readings on Lorenzo de Medici, Michelangelo, Rafael, William Shakespeare, Martin Luther
- Secondary sources: *Martin Luther and the Protestant Reformation* reading/assessment, *The Printing Press and Renaissance Society* reading/assessment, *The Influence of the Reformation* reading/assessment

**Summative:**

- Unit test

**Benchmarks:**

- Renaissance and Reformation benchmark exam administered by all World History teachers upon completion of unit

**Alternative:**

- Author study on William Shakespeare and Niccolo Machiavelli
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in shaping society during the Renaissance or Reformation

## Relevant Standards:

### NJSLS--Social Studies

- 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.f--Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
- 6.2.12.A.2.b--Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
- 6.2.12.B.2.a--Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
- 6.2.12.D.2.a--Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- 6.2.12.D.2.b--Determine the factors that led to the Reformation and the impact on European politics.
- 6.2.12.D.2.c--Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
- 6.2.12.D.2.d--Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.D.2.e--Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

### **English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

### **New Jersey Career Ready Practices Standards**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- 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.

### **Technology Standards**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Vocabulary:** humanism, secular, patron, perspective, vernacular, indulgence, Reformation, Lutheran, Protestant, Peace of Augsburg, annul, Anglican, recant, predestination, Calvinism, theocracy, Presbyterian, Anabaptist, Catholic/Counter Reformation, Jesuits, Council of Trent, inquisition

### **Interdisciplinary Activities and Connections:**

- Work collaboratively with the ELA department on primary and secondary source readings from the following authors:
  - Giovanni Boccaccio
  - Francesco Petrarch

- William Shakespeare
- Latino Latini
- Examine famous art pieces with the art history classes and present findings to teacher and students
  - RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Core Instructional Materials/Resources/Digital Tools:**

- Ancient World History: Patterns of Interaction, McDougal Littell, 2007
- World History: Connections to Today, Prentice Hall, 1999
- Google Classroom, Google Docs, Google Hangouts, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, [teachinghistory.org](http://teachinghistory.org), [worldhistorymatters.org](http://worldhistorymatters.org)
- YouTube, TeacherTube, Discovery Education, [history.com](http://history.com)

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete author studies on William Shakespeare and Francesco Petrarch</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>● Choose one famous piece of art and complete a Google Slide presentation on the significance of this piece</li> <li>● Allow for peer to peer collaboration within the classroom</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and</li> </ul>	<ul style="list-style-type: none"> <li>● Allow Students with IEPs/504s to create a comic book that illustrates the events of the 95 Theses being nailed to the door of the church</li> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

	<p>accommodations for all assessments</p> <ul style="list-style-type: none"> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● Student may create a Google Slide presentation and explain information in their native language</li> </ul>	
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**GRADE: World History--9th Grade**

<p><b>Unit Name: Age of Exploration</b>  <b>Duration: 3-4 weeks</b></p>
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● Identify how and why people from all over the world map wanted to settle in the Americas.</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why did European nations send explorers across the oceans?</li> <li>● What role did the Renaissance play in launching an age of exploration?</li> <li>● What are the pros and cons of sailing with da Gama, Columbus, or Magellan?</li> </ul>
<p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>● Influence of the Renaissance on the Age of Exploration</li> </ul>

- Bartolomeu Dias
- Prince Henry the Navigator
- Portugal during the Age of Exploration
- Vasco da Gama
- Christopher Columbus
- Treaty of Tordesillas
- Dutch East India Company
- Ferdinand Magellan
- Giovanni da Verrazzano
- Vasco Nunez de Balboa
- Cape of Good Hope

**Assessments:**

**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: Autobiographical readings on Bartolomeu Dias, Prince Henry the Navigator, Ferdinand Magellan
- Secondary sources: *The Tragedy of the Tainos* reading/assessment, *European Voyages of Exploration* reading/assessment, *New European Trade Routes* reading/assessment

**Summative:**

- Unit test

**Benchmarks:**

- Age of Exploration benchmark exam administered by all World History teachers upon completion of unit

**Alternative:**

- Comparison and contrast chart that focuses on the similarities and differences between Spanish and Portuguese explorers

- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in shaping society during the Age of Exploration
- Complete blank maps that illustrate different trade routes of European explorers



**Relevant Standards:****NJSLS--Social Studies**

- 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 Americas by the mid-18th century.
- 6.2.12.B.1.b--Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.C.1.b--Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
- 6.2.12.C.1.c--Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.C.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.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--Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

### **New Jersey Career Ready Practices Standards**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- 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.

### **Technology Standards**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Vocabulary:** motive, cartographer, astrolabe, caravel, mercator projection, magnetic compass, sextant

### **Interdisciplinary Activities and Connections:**

- Social Studies teachers and Science teachers will collaborate and deliver information on how the improvement of maps allowed for European exploration during the 15th and 16th centuries
  - Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. (HS-ETS1-1)
- S.T.E.A.M. teachers will allow students to build windmills that would be used in a similar fashion to wind sails on early exploration naval vessels
  - Influence of Science, Engineering, and Technology on Society and the Natural World New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ETS1-1) (HSETS1-3)

**Core Instructional Materials/Resources/Digital Tools:**

- Ancient World History: Patterns of Interaction, McDougal Littell, 2007
- World History: Connections to Today, Prentice Hall, 1999
- Google Classroom, Google Docs, Google Hangouts, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org
- YouTube, TeacherTube, Discovery Education, history.com

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"><li>● Amplify learning by providing more challenging texts</li><li>● Allow G &amp; T students to complete world maps that not only tracked the routes of explorers but also name the present day countries they explored</li><li>● Create Google Slide presentation on pertinent topics from within the unit</li><li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li></ul>	<ul style="list-style-type: none"><li>● Allow for Spanish speaking students to present their topics in their native language specific to European exploration</li><li>● Assign an English speaking mentor to help student with language difficulties</li><li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li><li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li></ul>	<ul style="list-style-type: none"><li>● Students with IEPs/504s will trace the voyages of many influential European explorers of this time period</li><li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li><li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li><li>● Students will be able to create a video to illustrate the trade routes of any/all European countries</li><li>● Text to speech</li><li>● Students will be provided with graphic organizers that compare and contrast Spanish and Portuguese explorers</li><li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li><li>● Students will not be penalized for spelling and grammar errors</li><li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li></ul>

	<ul style="list-style-type: none"> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● Student may create a Google Slide presentation and explain information in their native language</li> </ul>	
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**GRADE: World History--9th Grade**

<p><b>Unit Name: North American Settlements and the Slave Trade</b>  <b>Duration: 3-4 weeks</b></p>
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● Examine how the African slave trade had a positive impact on Europe economically but a negative impact on America today</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How did cultural blending reshape the Americas after 1492?</li> <li>● What were the results of early encounters between Europeans and Africans?</li> <li>● How did the Columbian Exchange influence the flow of goods and other resources throughout the world?</li> </ul>
<p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>● Hernando Cortes</li> <li>● Aztec Empire</li> <li>● Montezuma</li> <li>● Francisco Pizarro</li> <li>● Inca Empire</li> <li>● Atahualpa</li> <li>● Jamestown colony</li> <li>● Plymouth colony</li> <li>● New Netherland</li> </ul>

- Atlantic Slave Trade
- Triangular Trade
- Middle Passage
- Columbian Exchange

**Assessments:****Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *At a Slave Auction* reading/assessment, *Olaudah Equiano Recalls the Middle Passage (1789)* reading/assessment
- Secondary sources: *Jamestown Makes It* reading/assessment, *King Philip's War* reading/assessment, *Comparative Economic Systems* reading/assessment

**Summative:**

- Unit test

**Benchmarks:**

- North American Settlements and the Slave Trade benchmark exam administered by all World History teachers upon completion of unit

**Alternative:**

- Comparison and contrast chart that illustrates the positive and negative effect of the slave trade on Africa and Europe
- Presentation through the use of Google Slides on any person, place, or topic that was covered within the slave trade unit
- Complete blank maps that illustrate the Triangular Trade system
- Students will illustrate the Middle Passage through the use of primary and secondary sources

## Relevant Standards:

### NJSLS--Social Studies

- 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 Americas by the mid-18th century.
- 6.2.12.B.1.b--Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.C.1.b--Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
- 6.2.12.C.1.c--Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.C.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.a--Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
- 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.
- 6.2.12.D.1.c--Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- 6.2.12.D.1.d--Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- 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.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

### **English/Language Arts and Social Studies/History Literacy Standards**

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### **New Jersey Career Ready Practices Standards**

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- 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.

### **Technology Standards**

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- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Vocabulary:** colony, conquistador, mestizo, creole, mulatto, encomienda, pilgrims, capitalism, joint-stock company, mercantilism, balance of trade, plantation, tariff

### **Interdisciplinary Activities and Connections:**

- Students in Art History will provide important artwork from the slave trade era and teach this information to students covering this topic in World History
  - 1.4.2.A.2--Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

- Students will use Adobe Photoshop to illustrate the various parts to the Triangular Trade system
  - 1.4.12.A.4--Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

**Core Instructional Materials/Resources/Digital Tools:**

- Ancient World History: Patterns of Interaction, McDougal Littell, 2007
- World History: Connections to Today, Prentice Hall, 1999
- Google Classroom, Google Docs, Google Hangouts, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org
- YouTube, TeacherTube, Discovery Education, history.com

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete world maps that illustrate the Triangular Trade system and explain the economic impact of this on today's society</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for Spanish speaking students to research how slavery was common in their home country</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Use information from the WIDA testing to help facilitate individualized</li> </ul>	<ul style="list-style-type: none"> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Students will be able to create a video that recreates the horrors of the Middle Passage and slave auctions</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers that compare and contrast Jamestown to Plymouth colonies</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>



<ul style="list-style-type: none"> <li>• Students will complete a Venn Diagram that draws comparisons between the Jamestown and Plymouth colonies</li> </ul>	<p>assessments for ELL students</p> <ul style="list-style-type: none"> <li>• Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>• ELL students may be given the opportunity to present their projects to the teacher in their native language</li> </ul>	
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**GRADE: World History--9th Grade**

<p><b>Unit Name: Scientific Revolution</b>  <b>Duration: 3-4 weeks</b></p>
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• Identify how the Catholic Church influenced scientists during the Scientific Revolution</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why were people having difficulty accepting new ideas or ways of thinking?</li> <li>• Why did the Church often reject new ideas from important thinkers of this time period?</li> </ul>
<p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>• Tycho Brahe</li> <li>• Nicolaus Copernicus</li> <li>• Johannes Kepler</li> <li>• Ptolemy</li> <li>• Galileo Galilei</li> <li>• Nathaniel Bacon</li> <li>• Rene Descartes</li> <li>• Isaac Newton</li> </ul>

- Zacharias Janssen
- Anton van Leeuwenhoek
- Evangelista Torricelli
- Gabriel Fahrenheit
- Andreas Vesalius
- Edward Jenner

**Assessments:****Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *A Conference with Elizabeth I* reading/assessment, *Elizabeth I: Gloriana* reading/assessment, *A Vindication of the Rights of Women: Mary Wollstonecraft* reading/assessment
- Secondary sources: *English Monarchy* reading/assessment, *Baron de Montesquieu* reading/assessment

**Summative:**

- Unit test

**Benchmarks:**

- Scientific Revolution benchmark exam administered by all World History teachers upon completion of unit

**Alternative:**

- Comparison and contrast chart that examines how women were treated in the 18th century compared to the 21st century
- Presentation through the use of Google Slides on any person, place, or topic that was covered within the Scientific Revolution unit
- Complete blank solar system maps that compare the Geocentric Theory to the Heliocentric Theory

**Relevant Standards:****NJSLS--Social Studies**

- 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.2.e--Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

**New Jersey Career Ready Practices Standards**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- 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.

### **Technology Standards**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Vocabulary:** Scientific Revolution, scientific method, gravity, geocentric theory, heliocentric theory, solar system, microscope, telescope, autopsy, inoculation

### **Interdisciplinary Activities and Connections:**

- Social Studies and Science teachers will examine how theories of the universe have changed throughout time
  - Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade-off considerations. (HS-ETS1-2)
- Biology and Social Studies teachers will be able to explain how the work of Vesalius greatly impacted the knowledge of the human body and human anatomy
  - New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ETS1-1) (HSETS1-3)

### **Core Instructional Materials/Resources/Digital Tools:**

- Ancient World History: Patterns of Interaction, McDougal Littell, 2007
- World History: Connections to Today, Prentice Hall, 1999
- Google Classroom, Google Docs, Google Hangouts, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org
- YouTube, TeacherTube, Discovery Education, history.com

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"><li>● Amplify learning by providing more challenging texts</li></ul>	<ul style="list-style-type: none"><li>● Use supplemental text (beginner World History book) to illustrate the</li></ul>	<ul style="list-style-type: none"><li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li></ul>

<ul style="list-style-type: none"> <li>● Allow G &amp; T students to illustrate the differences between the Heliocentric Theory and the Geocentric Theory</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> <li>● Students will write an essay exploring the most important scientific contribution of this era</li> </ul>	<p>contrasting theories of the universe</p> <ul style="list-style-type: none"> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Use Spanish Youtube videos that highlight important events from the Scientific Revolution</li> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● ELL students may be given the opportunity to present their projects to</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Students will be able to create a Google Slide presentation that explains the differences between the Geocentric Theory and the Heliocentric Theory</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers that compare and contrast inventions that helped scientists compared to mathematicians</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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	the teacher in their native language	
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**GRADE: World History--9th Grade**

**Unit Name: Enlightenment**

**Duration: 3-4 weeks**

**Enduring Understanding:**

- Identify the role of the Scientific Revolution on that of the Enlightenment

**Essential Questions:**

- How did the Enlightenment ideas pose a challenge to the established order?
- How did the Enlightenment influence the creation of America?

**Topics Covered:**

- John Locke
- Voltaire
- Baron de Montesquieu
- Jean Jacques Rousseau
- Mary Wollstonecraft
- Thomas Hobbes
- Adam Smith

**Assessments:**

**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *A Vindication of the Rights of Women: Mary Wollstonecraft* reading/assessment, *Mary Tudor's Diaries* reading/assessment, *The Wealth of Nations* reading/assessment
- Secondary sources: *Man and Society: Four Views* reading/assessment, *Three Theories of the Solar System* reading/assessment

**Summative:**

- Unit test

**Benchmarks:**

- Enlightenment benchmark exam administered by all World History teachers upon completion of unit

**Alternative:**

- Comparison and contrast chart that examines how the views of Adam Smith were viewed in the 18th century compared to today
- Presentation through the use of Google Slides on any person, place, or topic that was covered within the Enlightenment unit
- Complete Venn Diagram that examine the views of Jean Jacques Rousseau and John Locke

## **Relevant Standards:**

### **NJSLS--Social Studies**

- 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.
- 6.2.12.A.2.b--Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
- 6.2.12.D.2.d--Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.A.3.a--Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
- 6.2.12.A.3.b--Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
- 6.2.12.A.3.c--Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions



### **English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

### **New Jersey Career Ready Practices Standards**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- 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.

### **Technology Standards**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Vocabulary:** Enlightenment, social contract, philosophe, philosophy, democracy, natural rights, natural laws, laissez faire, free market

### **Interdisciplinary Activities and Connections:**

- ELA and Social Studies teachers will closely examine important pieces of literature within the Enlightenment unit
  - RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

### **Core Instructional Materials/Resources/Digital Tools:**

- Ancient World History: Patterns of Interaction, McDougal Littell, 2007

- World History: Connections to Today, Prentice Hall, 1999
- Google Classroom, Google Docs, Google Hangouts, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org
- YouTube, TeacherTube, Discovery Education, history.com

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students to complete an author study on the impact of John Locke during the Enlightenment era</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> <li>● Students will research the impact that Adam Smith had on the economy of Europe during his lifetime</li> </ul>	<ul style="list-style-type: none"> <li>● Use supplemental text (beginner World History book) to break down the Enlightenment material into more manageable chunks</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Allow ELL students to create a chart of the achievements of various Enlightenment thinkers</li> <li>● Use information from the WIDA testing to help facilitate individualized</li> </ul>	<ul style="list-style-type: none"> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Students will be able to create a Google Slide presentation that explains the differences between the views of Jean Jacques Rousseau and John Locke</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers that compare and contrast the views of the four major Enlightenment thinkers during this era</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

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| <p>assessments for ELL students</p> <ul style="list-style-type: none"> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● ELL students may be given the opportunity to present their projects to the teacher in their native language</li> </ul> |  |
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**GRADE:** World History--9th Grade

**Unit Name:** American and French Revolutions

**Duration:** 3-4 weeks

**Enduring Understanding:** Compare and contrast the similarities and differences between the American and French Revolution

**Essential Questions:**

- Why did the American colonize want to start a revolution?
- Why were members of the Third Estate dissatisfied with life under the Old Regime?
- How did Louis XVI's weak leadership contribute to the growing crisis in France?

**Topics Covered:**

- Declaration of Independence
- Thomas Jefferson
- Bill of Rights
- democracy
- Old Regime
- Louis XVI
- Marie Antoinette
- Estates-General

- National Assembly
- Tennis Court Oath
- Great Fear

**Assessments:****Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Declaration of Independence* reading/assessment, *Tennis Court Oath* reading/assessment, *A French Writer's Recollection* reading/assessment
- Secondary sources: *Women in the Third Estate* reading/assessment, *The Storming of the Bastille* reading/assessment, *Catholic Church During the French Revolution* reading/assessment

**Summative:**

- Unit test

**Benchmarks:**

- French Revolution benchmark exam administered by all World History teachers upon completion of unit

**Alternative:**

- Comparison and contrast chart that examines the similarities and differences of the American Revolution and French Revolution
- Presentation through the use of Google Slides on any person, place, or topic that was covered within the French Revolution unit

## **Relevant Standards:**

### **NJSLS--Social Studies**

- 6.2.12.A.3.a--Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
- 6.2.12.A.3.b--Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
- 6.2.12.A.3.c--Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

### **English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

### **New Jersey Career Ready Practices Standards**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- 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.

**Technology Standards**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Vocabulary:** checks and balances, federal system, estate, revolution, guillotine, bourgeoisie, constitution, colony, independence, state

**Interdisciplinary Activities and Connections:**

- Economics and Social Studies teachers will define terms that were commonly used within the French and American Revolutions (with respect to economics).
  - RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- Government and Social Studies teachers will align lessons that outline the framework of the American Government
  - RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**Core Instructional Materials/Resources/Digital Tools:**

- Ancient World History: Patterns of Interaction, McDougal Littell, 2007
- World History: Connections to Today, Prentice Hall, 1999
- Google Classroom, Google Docs, Google Hangouts, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org
- YouTube, TeacherTube, Discovery Education, history.com

**Modifications to Support Gifted and Talented Students**

**Modifications to Support English Language Learners**

**Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)**

- Amplify learning by providing more challenging texts
- Allow G & T students to complete an author study of the Thomas Jefferson and his role in writing the Declaration of Independence
- Create Google Slide presentation on pertinent topics from within the unit
- Allow G & T students to identify and define higher level terms within the unit of study
- Students will research the economic, political, and social causes of the French Revolution

- Use supplemental text (beginner World History book) to break down the causes of the French Revolution into more manageable chunks
- Assign an English speaking mentor to help student with language difficulties
- Have ELL teacher assist in appropriate modifications and accommodations for all assessments
- Allow ELL students to create a list of causes of the American Revolution
- Use information from the WIDA testing to help facilitate individualized assessments for ELL students
- Allow student access to native dictionary to help with the understanding of vocabulary within the unit
- ELL students may be given the opportunity to

- Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports
- Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)
- Students will be able to create a Google Slide presentation that compares the American Revolution with the French Revolution
- Text to speech
- Students will be provided with graphic organizers that compare and contrast the outcome of the French and American Revolution
- Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting
- Students will not be penalized for spelling and grammar errors
- Teachers will meet with collaborative teacher to discuss individual modifications for each student

	present their projects to the teacher in their native language	
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**GRADE: World History--9th Grade**

**Unit Name: Age of Robespierre and Napoleon**

**Duration: 3-4 weeks**

**Enduring Understanding:**

- Identify the positive role of Robespierre and the negative consequences of his actions

**Essential Questions:**

- How did the French Revolution change from beginning to end?
- How did Napoleon build and defend his empire?
- How did Napoleon become a hero in France?

**Topics Covered:**

- Storming the Bastille
- Great Fear, Jacobins
- Maximilien Robespierre
- Reign of Terror
- Napoleon Bonaparte
- coup d'état
- concordat
- Napoleonic Code
- Battle of Trafalgar
- Peninsular War
- Waterloo
- Hundred Days

**Assessments:**

**Formative:**

- Observation of student responses during whole-group and small-group discussion



- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *A Tale of Two Cities* reading/assessment, *Reporting by Edmund Burke* reading/assessment, *Excerpts from Thomas Paine* reading/assessment, *200 Objects of Waterloo* reading/assessment
- Secondary sources: *Age of Napoleon* reading/assessment, *Nations and Empires* reading/assessment

**Summative:**

- Unit test

**Benchmarks:**

- Napoleon and Robespierre benchmark exam administered by all World History teachers upon completion of unit

**Alternative:**

- Comparison and contrast chart that examines the similarities and differences of the two sides to Robespierre
- Presentation through the use of Google Slides on any person, place, or topic that was covered within the Napoleon unit

## **Relevant Standards:**

### **NJSLS--Social Studies**

- 6.2.12.A.3.a--Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
- 6.2.12.A.3.b--Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
- 6.2.12.A.3.c--Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

### **English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

### **New Jersey Career Ready Practices Standards**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- 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.

**Technology Standards**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Vocabulary:** guillotine, coup d’etat, plebiscite, concordat, blockade, guerrilla warfare, scorched-earth policy, annex, abdicate, legitimacy

**Interdisciplinary Activities and Resources:**

- Art History teacher and Social Studies teachers will collaborate to implement assessments that use art created during the French Revolution era
  - RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Core Instructional Materials/Resources/Digital Tools:**

- Ancient World History: Patterns of Interaction, McDougal Littell, 2007
- World History: Connections to Today, Prentice Hall, 1999
- Google Classroom, Google Docs, Google Hangouts, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org
- YouTube, TeacherTube, Discovery Education, history.com

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> </ul>	<ul style="list-style-type: none"> <li>● Use supplemental text (beginner World History book) to list the reasons</li> </ul>	<ul style="list-style-type: none"> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> </ul>

<ul style="list-style-type: none"> <li>● Allow G &amp; T students to complete a Venn Diagram that examines Napoleon and Robespierre</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> <li>● Students will research and write an essay on the impact of Robespierre on France's society</li> </ul>	<p>as to why the French disliked Robespierre</p> <ul style="list-style-type: none"> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Allow ELL students to create a list economical reasons for the collapse of France's economy</li> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● ELL students may be given the opportunity to present their projects to</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Students will be able to create a Google Slide presentation that compares Robespierre to Napoleon</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers that compare and contrast the guillotine of the 18th century to guns of the 21st century</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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	the teacher in their native language	
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**GRADE: World History--9th Grade**

**Unit Name: Industrial Revolution**

**Duration: 3-4 weeks**

**Enduring Understandings:**

- Identify the tools and inventions that were introduced during this time period and explain their impact on society

**Essential Questions:**

- How did the Industrial Revolution transform traditional ways of life?
- What role did capital and technology play in the Industrial Revolution?
- What were the costs and benefits of the Industrial Revolution?

**Topics Covered:**

- telegraph
- agricultural revolution
- population explosion of the 18th century
- new energy resources
- technology
- James Watt
- Samuel Crompton
- George Stephenson
- Michael Faraday
- factory work

**Assessments:**

**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit

- Primary sources: *The Invention of the Steamboat* reading/assessment, *The Factory System in Europe* reading/assessment, *Women in the Workplace* reading/assessment
- Secondary sources: *Background on the Industrial Revolution* reading/assessment, *The Power of the Boss* reading/assessment

**Summative:**

- Unit test

**Benchmarks:**

- Industrial Revolution benchmark exam administered by all World History teachers upon completion of unit

**Alternative:**

- Comparison and contrast chart that examines the similarities and differences of the Industrial Revolution in North America compared to Europe
- Presentation through the use of Google Slides on any person, place, or topic that was covered within the Industrial Revolution unit

## **Relevant Standards:**

### **NJSLS--Social Studies**

- 6.2.12.A.3.d--Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
- 6.2.12.C.3.a--Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.
- 6.2.12.C.3.b--Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
- 6.2.12.C.3.d--Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
- 6.2.12.D.3.b--Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

### **English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

### **New Jersey Career Ready Practices Standards**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.

- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- 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.

**Technology Standards**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Vocabulary:** industry, revolution, agriculture, cultivation, factory, steam engine, spinning mule, locomotive, dynamo, urbanization, child labor

**Interdisciplinary Activities and Connections:**

- S.T.E.A.M. teachers present lesson on how different energy sources impacted this time period
  - HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

**Core Instructional Materials/Resources/Digital Tools:**

- Ancient World History: Patterns of Interaction, McDougal Littell, 2007
- World History: Connections to Today, Prentice Hall, 1999
- Google Classroom, Google Docs, Google Hangouts, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org
- YouTube, TeacherTube, Discovery Education, history.com

**Modifications to Support Gifted and Talented Students**

**Modifications to Support English Language Learners**

**Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)**



- Amplify learning by providing more challenging texts
- Allow G & T students to complete a Venn Diagram that examines the similarities and differences of the Industrial Revolution in North America and Europe
- Create Google Slide presentation on pertinent topics from within the unit
- Allow G & T students to identify and define higher level terms within the unit of study
- Students will research and write an essay on the one important invention from the Industrial Revolution time period

- Use supplemental text (beginner World History book) to list the different inventions of the Industrial Revolution
- Assign an English speaking mentor to help student with language difficulties
- Have ELL teacher assist in appropriate modifications and accommodations for all assessments
- Allow ELL students to create a list of the different inventors of the Industrial Revolution time period
- Use information from the WIDA testing to help facilitate individualized assessments for ELL students
- Allow student access to native dictionary to help with the understanding of vocabulary within the unit

- Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports
- Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)
- Students will be able to create a Google Slide presentation that compares the Industrial Revolution in North America to that of Europe
- Text to speech
- Students will be provided with graphic organizers that compare and contrast the Industrial Revolution in North America to that of Europe
- Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting
- Students will not be penalized for spelling and grammar errors
- Teachers will meet with collaborative teacher to discuss individual modifications for each student

	<ul style="list-style-type: none"> <li>• ELL students may be given the opportunity to present their projects to the teacher in their native language</li> </ul>	
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**GRADE: World History--9th Grade**

<p><b>Unit Name: World War I</b>  <b>Duration: 3-4 weeks</b></p>
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• Identify the impact that imperialism had on the world during this time period</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did political and military rivalries push the European powers toward war in the early 1900s?</li> <li>• Why did World War I become the first global war in history?</li> <li>• What were the causes and effects of European alliances?</li> </ul>
<p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>• Causes of the war</li> <li>• Franz Ferdinand</li> <li>• Gavrilo Princip</li> <li>• Black Hand</li> <li>• Schlieffen Plan</li> <li>• trench warfare</li> <li>• propaganda</li> <li>• role of women</li> <li>• role of all European powers</li> <li>• role of the United States</li> <li>• unrestricted submarine warfare</li> <li>• Fourteen Points</li> <li>• Paris Peace Conference</li> <li>• Treaty of Versailles</li> </ul>

**Assessments:****Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *The Schlieffen Plan* reading/assessment, *Trench Warfare Photograph Book* reading/assessment, *Propaganda War Posters* reading/assessment
- Secondary sources: *Assassination of Archduke Franz Ferdinand* reading/assessment, *How the Tides Changed the War* reading/assessment, *Influence of the Depression on World War I* reading/assessment

**Summative:**

- Unit test

**Benchmarks:**

- World War I benchmark exam administered by all World History teachers upon completion of unit

**Alternative:**

- Student-created video presentation that focuses on the causes of World War I
- Research paper that examines the role of individual countries within World War I

## Relevant Standards:

### NJSLS--Social Studies

- 6.2.12.D.3.c--Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
- 6.2.12.D.3.d--Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.D.3.e--Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
- 6.2.12.A.4.a--Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
- 6.2.12.B.4.a--Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- 6.2.12.C.4.b--Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.C.4.d--Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
- 6.2.12.D.4.a--Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
- 6.2.12.D.4.b--Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- 6.2.12.D.4.d--Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.D.4.g--Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

### **English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

### **New Jersey Career Ready Practices Standards**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- 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.

### **Technology Standards**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Vocabulary:** militarism, arms, mobilize, neutrality, alliances, imperialism, trenches, submarines, poison gas, total war, propaganda, atrocity, armistice, reparations, mandate, treaty

### **Interdisciplinary Activities and Connections:**

- ELA and Social Studies teachers would examine journals written by World War I soldiers and identify imagery and theme within the pieces

- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**Core Instructional Materials/Resources/Digital Tools:**

- Ancient World History: Patterns of Interaction, McDougal Littell, 2007
- World History: Connections to Today, Prentice Hall, 1999
- Google Classroom, Google Docs, Google Hangouts, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org
- YouTube, TeacherTube, Discovery Education, history.com

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students research the roles of all European countries involved in World War I</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> <li>● Students will research and present their findings about the various</li> </ul>	<ul style="list-style-type: none"> <li>● Use supplemental text (beginner World History book) to list the different weapons used in World War I</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Allow ELL students to identify European countries on a map that were involved in World War I</li> </ul>	<ul style="list-style-type: none"> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Students will be able to create a Google Slide presentation that examines the causes of World War I</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers that closely examine pre and post-war Europe</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

<p>battlefield strategies used during World War I</p>	<ul style="list-style-type: none"> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● ELL students may be given the opportunity to present their projects to the teacher in their native language</li> </ul>	
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**GRADE: World History--9th Grade**

<p><b>Unit Name: Rise of Tyrants</b>  <b>Duration: 3-4 weeks</b></p>
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● Explain how the impact of European tyrants negatively impacted the citizens living within their country</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How did political, social, and economic conditions in Russia spark a revolution?</li> <li>● How did Mussolini reshape Italy?</li> <li>● How did Hitler turn Germany into a totalitarian state?</li> </ul>
<p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>● Soviet Union in the early 20th century</li> <li>● Soviet Union role in World War I</li> <li>● Vladimir Lenin</li> <li>● Joseph Stalin</li> </ul>

- socialist
- Benito Mussolini
- fascism
- totalitarianism
- communism
- Adolf Hitler
- Third Reich

**Assessments:****Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Personal Journal of Joseph Stalin* reading/assessment, *Mein Kampf* reading/assessment, *Benito Mussolini Documentary* reading/assessment
- Secondary sources: *Negative Effect of Tyrants* reading/assessment, *How Leaders Start Wars* reading/assessment

**Summative:**

- Unit test

**Benchmarks:**

- European Tyrants benchmark exam administered by all World History teachers upon completion of unit

**Alternative:**

- Student-created video presentation that focuses on European Tyrants
- Research paper that examines the impact of European Tyrants



**Relevant Standards:****NJSLS--Social Studies**

- 6.2.12.D.3.a--Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.3.d--Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.D.3.e--Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
- 6.2.12.A.4.a--Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
- 6.2.12.A.4.c--Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
- 6.2.12.A.4.d--Assess government responses to incidents of ethnic cleansing and genocide.
- 6.2.12.B.4.a--Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- 6.2.12.C.4.b--Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.D.4.e--Compare how Allied countries responded to the expansionist actions of Germany and Italy.
- 6.2.12.D.4.j--Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

### **English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

### **New Jersey Career Ready Practices Standards**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- 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.

### **Technology Standards**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Vocabulary:** revolution, purge, collective, gulag, kulak, totalitarian, treaty, fascist, inflation, concentration camp, anti-semitism, Mein Kampf

### **Interdisciplinary Activities and Connections:**

- ELA and Social Studies teachers will closely examine *Mein Kampf* and identify examples of theme and tone.
  - RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

### **Core Instructional Materials/Resources/Digital Tools:**

- Ancient World History: Patterns of Interaction, McDougal Littell, 2007
- World History: Connections to Today, Prentice Hall, 1999
- Google Classroom, Google Docs, Google Hangouts, EdConnect, Microsoft PowerPoint

- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org
- YouTube, TeacherTube, Discovery Education, history.com

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students research one of the tyrants of Europe in the 20th century and present their findings to the class</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> <li>● Students will research and present their findings about the similarities and differences between the European tyrants</li> </ul>	<ul style="list-style-type: none"> <li>● Use supplemental text (beginner World History book) to list the different tyrants in Europe during the 20th century and locate their country on a map</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Allow ELL students to define the vocabulary that is used within the unit on European Tyrants</li> <li>● Use information from the WIDA testing to help facilitate individualized</li> </ul>	<ul style="list-style-type: none"> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Students will be able to create a Google Slide presentation that examines the different tyrants of Europe during the 20th century</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers that compare and contrast European tyrants of Europe during the 20th century</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

- assessments for ELL students
- Allow student access to native dictionary to help with the understanding of vocabulary within the unit
  - ELL students may be given the opportunity to present their projects to the teacher in their native language

**GRADE: World History--9th Grade**

**Unit Name: World War II**

**Duration: 3-4 weeks**

**Enduring Understanding:**

- Identify the causes of World War II and explain the war's impact on the world

**Essential Questions:**

- How did World War II change the balance of world power?
- Why were the western democracies unable to stop aggressive dictators?
- How did World War II change the global balance of power?

**Topics Covered:**

- Adolf Hitler
- Benito Mussolini
- Importance of Austria and Czechoslovakia
- Causes of World War II
- Battle of Britain
- Technology of World War II
- Attack on Pearl Harbor

- Holocaust
- Role of women in World War II
- Manhattan Project
- Harry Truman
- Hiroshima
- Nagasaki
- United Nations

**Assessments:**

**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Fourteen Points Speech* reading/assessment, *Pearl Harbor Documentary* reading/assessment, *Battle of Britain Photographs* reading/assessment
- Secondary sources: *Pearl Harbor One Year Later* reading/assessment, *Causes of World War II* reading/assessment

**Summative:**

- Unit test

**Benchmarks:**

- World War II benchmark exam administered by all World History teachers upon completion of unit

**Alternative:**

- Student-created video presentation that focuses on the causes of World War II
- Research paper that examines the role of individual countries within World War II

## Relevant Standards:

### NJSLS--Social Studies

- 6.2.12.B.4.b--Determine how geography impacted military strategies and major turning points during World War II.
- 6.2.12.B.4.d--Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
- 6.2.12.C.4.b--Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.C.4.c--Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.D.4.d--Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 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.D.4.k--Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
- 6.2.12.A.5.a--Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
- 6.2.12.A.5.c--Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
- 6.2.12.A.6.d--Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

### **English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

### **New Jersey Career Ready Practices Standards**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- 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.

### **Technology Standards**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Vocabulary:** sanction, appeasement, pacifism, blitzkrieg, collaborator, kamikaze, containment, concentration camp, atomic bomb, genocide

### **Interdisciplinary Activities and Connections:**

- Art History and Social Studies teachers will improve analysis skills through the use of World War II propaganda posters
  - RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

### **Core Instructional Materials/Resources/Digital Tools:**

- Ancient World History: Patterns of Interaction, McDougal Littell, 2007
- World History: Connections to Today, Prentice Hall, 1999
- Google Classroom, Google Docs, Google Hangouts, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org
- YouTube, TeacherTube, Discovery Education, history.com

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Allow G &amp; T students research one of the main causes to World War II and present findings to class</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> <li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li> <li>● Students will research and present their findings about the similarities and differences between the</li> </ul>	<ul style="list-style-type: none"> <li>● Use supplemental text (beginner World History book) to list the different countries that participated in World War II</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Allow ELL students to define the vocabulary that is used within the unit on World War II</li> <li>● Use information from the WIDA testing to help</li> </ul>	<ul style="list-style-type: none"> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Students will be able to create a Google Slide presentation that examines the causes of World War II</li> <li>● Text to speech</li> <li>● Students will be provided with graphic organizers that compare and contrast the causes of World War I with that of World War II</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>



<p>causes of World War I with that of World War I</p>	<p>facilitate individualized assessments for ELL students</p> <ul style="list-style-type: none"><li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li><li>● ELL students may be given the opportunity to present their projects to the teacher in their native language</li></ul>	
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**Holocaust, Genocide, Tolerance, and Acceptance**

- 9th-12th grade banded Curriculum through State of New Jersey Commission on Holocaust
- [https://nj.gov/education/holocaust/downloads/curriculum/holocaust\\_and\\_genocide\\_file1.pdf](https://nj.gov/education/holocaust/downloads/curriculum/holocaust_and_genocide_file1.pdf)
- [https://nj.gov/education/holocaust/downloads/curriculum/holocaust\\_and\\_genocide\\_file2.pdf](https://nj.gov/education/holocaust/downloads/curriculum/holocaust_and_genocide_file2.pdf)