

New Pathways

HILLSIDE PUBLIC SCHOOLS

New Possibilities

Social Studies

Course: Social Studies
World History

Essential Course Information

Course Revision
Full Year

Course Overview

World History curriculum guide aligns with the New Jersey Social Studies Standards and emphasize the development of historical thinking, reading, writing, language, and speaking/listening skills. Students will analyze historical and informational texts, strengthen critical thinking through sourcing and interpretation, and expand academic vocabulary through the study of civilizations, cultures, and global events. Through collaborative discussions, debates, and inquiry-based activities, students will learn to express ideas clearly and evaluate multiple perspectives.

Students will also develop writing skills across narrative, informative, and argumentative genres using evidence from primary and secondary sources. By engaging with a variety of historical topics and global experiences, students will build research, communication, and analytical skills while fostering curiosity, civic awareness, and a deeper understanding of the world.

Dr. Gretel Perez

Acting Superintendent of Schools

Acting Director of Instruction and Curriculum

Curriculum Contributors

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Board of Education Approval May 21, 2026

Unit 1	Emergence of the First Global Age	30 days
Unit 2	Renaissance, Reformation, Scientific Revolution, and Enlightenment	30 days
Unit 3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)	30 days
Unit 4	Half-Century of Crisis and Achievement: The Era of the Great Wars (1914-1945)	30 days
Unit 5	The 20th Century Since 1945: Challenges for the Modern World	30 days
Unit 6	Contemporary Issues	30 days

World History Curriculum

Unit 1: Emergence of the First Global Age	Grade: 9-12	Pacing: 30 instructional days
Unit Overview The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.		
Stage 1 Desired Results		

New Jersey Student Learning Standards

Content Standards	Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills	Interdisciplinary Connections
Standards 6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century. 6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. 6.2.12.EconGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy	Standards 8.2.12.ETW.4: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.EC.3: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints 8.1.12.CS.4: Develop guidelines that convey systematic troubleshooting strategies that others	Standards 9.4.12.IML.8: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.4.12.IML.9: Evaluate media sources for point of view, bias and motivations.	<u>English Language Arts</u> W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. L.KL.9–10.2.C: Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression RI.AA.9–10.7.: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and

6.2.12.EconGE.1.a: 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.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. 6.2.12.EconGE.1.c: 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.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.	can use to identify and fix errors. 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.		sufficient; identify false statements and reasoning. W.WR.9–10.5.: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Science HS-LS2.8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. MS-ETS1-1: Define the criteria and constraints of a design problem
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6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. 6.2.12.HistoryCC.1.c: 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.HistoryCC.1.d: 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.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires. 6.2.12.HistoryCC.1.f: Assess the political,			with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. <u>Math</u> HSS-IC.B.6: Evaluate reports based on data. S.CI. 2:Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.
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social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.			
Vertical Integration			
Prior Learning New Jersey Student Learning Standards: 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).		Future Learning New Jersey Student Learning Standards: 6.2.12.CivicsPR.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 / Islamic empires of the Middle East and North Africa. 6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French	

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. 6.2.8.GeoPP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. 6.2.8.GeoPP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road) 6.2.8.GeoPP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges. 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. 6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.	absolute monarchy and the English limited monarchy). 6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World. 6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world. 6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics. 6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations). 6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas. 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
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6.2.8.EconGE.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas)

6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these

hierarchical structures had on the lives of various groups of people.		
6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time		
ESTABLISHED GOAL	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Students will comprehend the motivations and methods behind European voyages of exploration and conquest, leading to the establishment of European empires in both the Eastern and Western Hemispheres. They will be able to differentiate between the empires formed by various European nations. Students will independently analyze the impacts of European colonization of the Americas on global economies and societies. They will distinguish how European actions, driven by the desire for resources and markets, often resulted in the exploitation of indigenous cultures, populations, and environments.	1. How did the pursuit of new trade routes and the desire for access to resources shape the era of exploration and conquest, leading to increased global interactions and the emergence of European empires? 0. What were the consequences of

Students will acquire knowledge about various aspects of European exploration, trade, and colonization, including the dominance of European nations in the spice trade, the effects of European trade on the Mughal empire, and the structure of Spanish colonial society. They will develop skills in justifying European motivations for exploration, assessing the consequences of European actions on the slave trade and African states, and predicting the effects of European contact on native kingdoms in Asia.	Economic and Social Transformations: European voyages of exploration not only led to the emergence of new economic systems but also facilitated the exchange of plants, animals, institutions, and ideas across continents. This exchange, known as the Columbian Exchange, permanently altered societies and economies globally, contributing to the development of new trading networks and the spread of cultural practices. Additionally, the policy of mercantilism, employed by European powers, influenced global economies and shaped colonial relationships.	<i>European colonization on indigenous cultures, populations, and environments, and how did these actions reflect the priorities of European powers?</i> 0. <i>In what ways did the Atlantic slave trade shape the economies and societies of both Africa and Europe, and how did European colonization of the Americas contribute to this system?</i> 0. <i>How did the exchange of goods, ideas, and technologies through</i>
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		<i>global interactions during the First Global Age contribute to the transformation of societies and economies in Europe and its colonies?</i> 0. <i>How did the differing perspectives and responses of indigenous peoples to European explorers and settlers influence the outcomes of early encounters and shape the subsequent relationships between Europe and the rest of the world?</i>
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Acquisition

SWBAT

1. Independently describe how European voyages of exploration led to European empires in the Eastern and Western Hemisphere and differentiate between these empires.
2. Independently analyze European impacts and distinguish how European colonization of the Americas shaped global economies and societies.
3. Justify Europeans' motivations for exploring the seas.
4. Assess European searches for a direct route to Asia.
5. Analyze how European actions affected the slave trade and the rise of African states.
6. Evaluate how the European presence in Africa expanded.
7. Summarize the impact of early European trading empires in South and Southeast Asia and analyze dominance in the region.
8. Predict how European contact affected native kingdoms throughout the Asian world (i.e., India, China, Japan, Korea).
9. Evaluate the short-term and long-term effects of Spanish interactions with the peoples of the Americas.
10. Analyze the major features of Spanish colonial society and culture.
11. Describe how Portugal and other European nations challenged Spanish power.
12. Investigate why Europeans competed for power in the Americas and how their struggle affected the native populations.
13. Diagram how triangular trade worked.
14. Investigate the nature of the Middle Passage and describe the effects of the Atlantic slave trade.

	15. Predict how European exploration led to the Columbian Exchange. 16. Deduce the impact of mercantilism on European and colonial economies.
Stage 2 Evidence	
Evaluative Criteria	Assessment Evidence
<u>Sample Rubric</u> Generic 5-Point Rubric for World History Performance Tasks 1. Content Knowledge and Understanding (40 points) • 5: Demonstrates exceptional understanding with accurate and detailed content; fully addresses all aspects of the assignment. • 4: Demonstrates strong understanding with mostly accurate content; addresses most aspects of the assignment. • 3: Demonstrates adequate understanding with generally accurate content; addresses	Performance Tasks: 1. Create a timeline illustrating key European voyages of exploration and their impacts on global empires. 2. Write a comparative analysis of European colonization in the Eastern and Western Hemispheres, focusing on economic, social, and cultural impacts. 3. Design a presentation explaining the motivations behind European exploration and colonization, supported by primary source documents. 4. Conduct a mock debate on the ethics of European exploration and colonization, considering different perspectives from the time period. 5. Develop a map showing the routes of triangular trade and the impact on African societies. 6. Write a research paper on the effects of the Atlantic slave trade on both African and European economies. 7. Create a storyboard illustrating the Columbian Exchange and its consequences for societies in the Americas, Europe, and Africa. 8. Analyze primary sources to identify the reasons for resistance to European trade and ideas in East Asia.

key aspects of the assignment. • 2: Demonstrates limited understanding with some inaccuracies; addresses few aspects of the assignment. • 1: Demonstrates poor understanding with significant inaccuracies; fails to address the assignment effectively. 2. Research and Use of Evidence (20 points) 3. Critical Thinking and Analysis (20 points) 4. Organization and Clarity (10 points) 5. Presentation and Creativity (10 points) Other Rubrics Peer Feedback Rubric Student Self Assessment Rubric Baseline Rubric Mock Trial Resources and Rubric Research Paper Rubric Sample	9. Role-play as a European explorer, writing journal entries detailing encounters with indigenous peoples and their impact on European perceptions. 10. Construct a multimedia presentation examining the role of mercantilism in shaping European and colonial economies during the First Global Age. Summative Assessments • Topic/Chapter Assessments (tests, quizzes, etc) • Unit/Topic Projects • Research Papers and Essays • DBQs • Mid Point Assessment • End of unit assessment Benchmarks • Peer Feedback • Student Self Assessments • Note Taking Assignments including the use of graphic organizers • Student responses to Do Now's • Exit Tickets Formative Assessment and Other Evidence • Daily reading assignments • Graphic organizers and note taking assignments • Mapping and Geographical skill assignments • Venn Diagrams • DBQs • Student centered presentations • Primary Source Readings and Analysis • Readings with comprehension, critical thinking, and analysis questions
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	• Student ledDiscussions • Online assignments • Peer Feedback • Student Self Assessments
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Stage 3 Learning Plan

Materials and Resources

- **Core Instructional Materials**

1. World History Interactive - Textbook

- Gaynor Ellis, Elizabeth, et al. *US History Interactive*. Savvas Learning, 2022.

- **Supplemental Instructional Materials (May include, but not be limited to):**

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>
3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Newsela - <https://newsela.com/>
5. PBS Learning Media-
https://ny.pbslearningmedia.org/subjects/social-studies/world-history/?rank_by=recency
6. AP Central – World History:
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/228636.html
7. Khan Academy – World History Project:
<https://www.khanacademy.org/humanities/whp-origins>

- **ELA Resources**

1. A Short Account of the Destruction of the Indies - Bartolome de Las Casas
2. The Moor's Account - Laila Lalami
3. Shogun - James Clavell
4. Silence - Shusako Endo
5. The Last Voyage of Columbus - Martin Dugard

- **Other Resources**

1. Encyclopedia Britannica - <https://www.britannica.com/>
2. History Channel - <https://www.history.com/>
3. British Museum- <https://www.britishmuseum.org/>
4. The Metropolitan Museum of Art - <https://www.metmuseum.org/>
5. The Council on Foreign Relations - <https://education.cfr.org/CFRE-world-history-resources>
6. TED Talk History vs Columbus - <https://www.youtube.com/watch?v=GD3dgiDreGc>
7. Reading of Bartolome de las Casas - <https://www.youtube.com/watch?v=nxRvt5Rjx8>
8. The Legacy of La Malinche: San Antonio Art Museum - <https://www.youtube.com/watch?v=Dwl3rRjAYcc>
9. Global Interactions Map - https://human.libretexts.org/Workbench/Modern_World_History%3A_New_Perspectives/02%3A_Global_Interactions_-_1450-1650
10. Guns, Germs and Steel - <https://www.pbs.org/gunsgermssteel/world/index.html>

Meeting the Needs of Students

Overview of Accommodations and Modifications

Students with Special Needs	Multilingual Learners	Students at Risk of School Failure	Gifted and Talented Students
	• Bilingual Glossaries and Dictionaries:		

1. 504 accommodations and IEP modifications are provided as required. 2. All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to: • Chunked Readings • Layered Curriculum/Tiered Assignments • Academic Games to practice skills and deepen understanding of topics • Think-Pair-Share Activities • Stations and Learning Centers • Utilizing Pre-tests to reteach complex content before summative assessments • Providing additional resources for independent study (videos, study	Provide bilingual resources to support vocabulary comprehension . • Translated Materials: Offer key documents and instructions in students' native languages. • Simplified Language: Use straightforward language for instructions and explanations. • Visual Supports: Incorporate maps, charts, and images to aid understanding. • Graphic Organizers: Utilize tools like timelines and flowcharts to help organize information. • Chunking Information: Break down complex texts and tasks into smaller parts.	• The Historical Events Mapping Project is a remediation activity designed to help at-risk students in World History (Grades 9-12) understand key historical events through the creation of a visual and interactive timeline. Students research, organize, and present their findings, incorporating visual aids and summaries to highlight the significance of each event. This activity provides guided templates, step-by-step instructions,	• The Comparative Historical Analysis Essay is an extension activity for gifted and talented World History students (Grades 9-12) that involves selecting and researching two significant historical events or periods for a detailed comparative analysis. Students write an essay comparing and contrasting the events, focusing on their causes, outcomes, and impacts on modern society, and then present their
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guides, teacher notes, web-based)	• Pre-teaching Vocabulary: Introduce key terms before lessons to build background knowledge. • Interactive Learning: Use strategies like Think-Pair-Share and group work to encourage collaboration. • Technology Integration: Incorporate language learning apps and multimedia resources. • Alternative Assessments: Offer varied assessment formats and provide extended time.	checkpoints, and additional resources to support student success.	findings to the class. This activity fosters advanced research, writing, and critical thinking skills.
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World History Curriculum

Unit 2: Renaissance, Reformation, Scientific Revolution, and Enlightenment	Grade: 9-12	Pacing: 30 instructional days
Unit Overview		

Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Stage 1 Desired Results

New Jersey Student Learning Standards

Content Standards	Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills	Interdisciplinary Connections
Standards 6.2.12.CivicsPR.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 / Islamic empires of the Middle East and North Africa. 6.2.12.CivicsPR.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.GeoPP.2.a: Make an	Standards 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena. 8.1.12.DA.6: Create and refine computational models	Standards 9.4.12.IML.8: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.4.12.IML.9: Evaluate media sources for point of view, bias and motivations.	<u>English Language Arts</u> W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. L.KL.9–10.2.C: Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression RI.AA.9–10.7 : Describe and evaluate the argument and specific claims in an informational

evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World. 6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world. 6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics. 6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations). 6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.	to better represent the relationships among different elements of data collected from a phenomenon or process.		text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. W.WR.9–10.5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Science HS-LS2.8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
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6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.			MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. Math HSS-IC.B.6: Evaluate reports based on data. S.CI. 2: Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.
Vertical Integration			
Prior Learning New Jersey Student Learning Standards: 6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political	Future Learning New Jersey Student Learning Standards: 6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and		

boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.EconGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy

6.2.12.EconGE.1.a: 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.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.EconGE.1.c: 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.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.

6.2.12.CivicsDP.3.b: Use data and evidence to 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.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.

6.2.12.EconGE.3.a: Analyze the interrelationships between the "agricultural

6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. 6.2.12.HistoryCC.1.c: 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.HistoryCC.1.d: 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.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires. 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.	revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain. 6.2.12.EconGE.3.b: Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. 6.2.12.EconGE.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence. 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world. 6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
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		6.2.12.HistoryUP.3.a: 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.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
Established Goal Aligned with the goals of understanding intellectual transformations and evaluating socio-political change during the Renaissance, Reformation, Scientific Revolution, and Enlightenment, students will apply their knowledge to analyze primary and secondary sources. They will interpret how humanism, religious reform movements, scientific discoveries, and Enlightenment ideals reshaped European societies and influenced global perspectives. Through comparative analysis, students will assess the impact of these movements on governance, religious tolerance, individual	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Cultural Transformation and Innovation: During the Renaissance period (1400-1600), Europe experienced a profound cultural rebirth marked by a resurgence of classical learning, artistic achievements, and scientific inquiry. Enduring understandings include the recognition that the Renaissance fostered a renewed interest in humanism and individualism, challenging traditional religious and societal norms. Artistic innovations such as perspective in painting and advancements in anatomical studies reflect a broader shift towards empirical observation and intellectual curiosity, laying the foundation for scientific breakthroughs in subsequent centuries. Religious and Intellectual Reformation: The Reformation (early 16th century) sparked by figures like Martin Luther and John Calvin challenged the authority of the Roman Catholic Church and led to enduring shifts in religious practices and beliefs across Europe. Students understand that the Reformation promoted ideals of individual	1. <i>How did the Renaissance challenge and transform traditional European society and culture?</i> 0. <i>What were the causes and consequences of the Protestant Reformation on European society and beyond?</i>

rights, and societal structures across Europe and beyond. Engaging in historical inquiry, students will develop skills in evaluating historical evidence for reliability, discerning bias, and synthesizing information to construct reasoned arguments about the lasting impacts of these periods on modern political ideologies, scientific thought, and cultural values. Through written essays, oral presentations, and multimedia projects, students will communicate their findings, demonstrating their ability to apply historical knowledge and critical thinking skills to understand the complexities and legacies of the Renaissance, Reformation, Scientific Revolution, and Enlightenment.	interpretation of religious texts, religious pluralism, and the democratization of religious authority. This period also saw the emergence of new religious denominations and heightened tensions that shaped political landscapes, contributing to conflicts such as the Thirty Years' War and influencing the development of modern constitutionalism. Scientific Revolution and Enlightenment Thought: The Scientific Revolution (17th-18th centuries) transformed European society by promoting empirical inquiry, experimentation, and the development of scientific methodologies. Enduring understandings encompass the recognition that scientific discoveries by figures like Copernicus, Galileo, and Newton challenged prevailing religious and philosophical beliefs, paving the way for a rational understanding of the natural world. The Enlightenment (late 17th-18th centuries) furthered these ideals, emphasizing reason, skepticism, and the pursuit of knowledge through logic and empirical evidence, ultimately influencing political thought and the concepts of human rights and constitutional governance.	<i>0. How did scientific advancements during the Scientific Revolution change the way Europeans understood the natural world?</i> <i>0. What were the key ideas and principles of the Enlightenment, and how did they influence political thought and societal progress?</i> <i>0. To what extent did the Renaissance, Reformation, Scientific Revolution, and Enlightenment lay the foundation for modern</i>
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		<i>Western civilization?</i> 0. <i>How did the Renaissance contribute to the development of new artistic techniques and the evolution of visual culture in Europe?</i> 0. <i>In what ways did the Protestant Reformation affect religious unity and conflict within Europe, and how did it influence the rise of religious pluralism?</i> 0. <i>What role did key figures such as Galileo, Newton, and Copernicus play in shaping the Scientific Revolution, and how did their discoveries challenge</i>
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		<i>existing scientific paradigms?</i> 0. <i>How did Enlightenment thinkers address issues of human rights, governance, and equality, and what impact did their ideas have on subsequent political revolutions and reform movements?</i> 0. <i>To what degree did the intellectual and cultural shifts of the Renaissance, Reformation, Scientific Revolution, and Enlightenment pave the way for the rise of modern democratic institutions and the concept of individualism</i>
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		<i>in Western societies?</i>
	Acquisition	
	SWBAT: 1. Analyze primary sources from the Renaissance, Reformation, Scientific Revolution, and Enlightenment to identify key ideas and perspectives. 2. Compare and contrast humanist ideals of the Renaissance with religious reform movements of the Protestant Reformation. 3. Evaluate the impact of scientific advancements on societal views during the Scientific Revolution. 4. Examine how Enlightenment ideas influenced political thought and governance structures. 5. Identify key figures and their contributions to each intellectual movement (Renaissance, Reformation, Scientific Revolution, Enlightenment). 6. Analyze the causes and consequences of major conflicts influenced by religious and intellectual movements (e.g., Thirty Years' War). 7. Assess the role of printing and dissemination of ideas in spreading Renaissance, Reformation, Scientific Revolution, and Enlightenment ideologies. 8. Discuss the impact of these intellectual movements on the arts, literature, and architecture. 9. Evaluate the implications of the Copernican Revolution and heliocentric theory on European and global perspectives. 10. Analyze how Enlightenment ideas influenced the development of democratic revolutions. 11. Synthesize information from multiple sources to construct arguments about the enduring legacies of these movements on modern societies. 12. Use evidence to support their analyses and arguments in written essays, presentations, or debates.	

	13. Critique historical interpretations and perspectives on the Renaissance, Reformation, Scientific Revolution, and Enlightenment. 14. Reflect on the ethical implications of historical decisions and actions during these periods. 15. Communicate their understanding of complex historical concepts through multimedia projects or simulations.
Stage 2 Evidence	
Evaluative Criteria	Assessment Evidence
Rubric Generic 5-Point Rubric for World History Performance Tasks 1. Content Knowledge and Understanding (40 points) • 5: Demonstrates exceptional understanding with accurate and detailed content; fully addresses all aspects of the assignment. • 4: Demonstrates strong understanding with mostly accurate content; addresses most aspects of the assignment. • 3: Demonstrates adequate understanding with generally	Performance Task(s): 1. Create a chronological timeline illustrating major events from the Renaissance, Reformation, Scientific Revolution, and Enlightenment. 0. Write a comparative analysis essay comparing humanist ideals of the Renaissance with religious reforms of the Protestant Reformation. 0. Design a scientific experiment poster explaining a key theory or discovery from the Scientific Revolution. 0. Create a multimedia presentation on Enlightenment thinkers and their ideas on government and individual rights. 0. Participate in a mock debate on religious tolerance during the Reformation and Enlightenment periods.

accurate content; addresses key aspects of the assignment. • 2: Demonstrates limited understanding with some inaccuracies; addresses few aspects of the assignment. • 1: Demonstrates poor understanding with significant inaccuracies; fails to address the assignment effectively. 2. Research and Use of Evidence (20 points) 3. Critical Thinking and Analysis (20 points) 4. Organization and Clarity (10 points) 5. Presentation and Creativity (10 points) Other Rubrics Peer Feedback Rubric Student Self Assessment Rubric Baseline Rubric Mock Trial Resources and Rubric Research Paper Rubric Sample	0. Curate a virtual museum exhibit showcasing artifacts and writings from the Renaissance to Enlightenment. 0. Write a research paper on a significant scientific breakthrough during the Scientific Revolution. 0. Create a series of political cartoons depicting events or concepts from the Renaissance to Enlightenment. 0. Role-play as historical figures to explore their perspectives and contributions. 0. Construct a concept map showing the interconnected ideas and influences of the Renaissance, Reformation, Scientific Revolution, and Enlightenment. Summative Assessments • Topic/Chapter Assessments (tests, quizzes, etc) • Unit/Topic Projects • Research Papers and Essays • DBQs • Mid Point Assessment • End of unit assessment Benchmarks • Peer Feedback • Student Self Assessments
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	• Note Taking Assignments including the use of graphic organizers • Student responses to Do Now's • Exit Tickets Formative Assessment and Other Evidence • Daily reading assignments • Graphic organizers and note taking assignments • Mapping and Geographical skill assignments • Venn Diagrams • DBQs • Student centered presentations • Primary Source Readings and Analysis • Readings with comprehension, critical thinking, and analysis questions • Student led Discussions • Online assignments • Peer Feedback • Student Self Assessments
Stage 3 Learning Plan	
Materials and Resources • Core Instructional Materials 1. World History Interactive - Textbook ▪ Gaynor Ellis, Elizabeth, et al. <i>US History Interactive</i>. Savvas Learning, 2022. • Supplemental Instructional Materials (May include, but not be limited to): 1. Digital Public Library of America: Primary Source Sets - https://dp.la/primary-source-sets 2. NJ Amistad Commission Curricular Units - http://www.njamistadcurriculum.net/history/units 3. Digital History - http://www.digitalhistory.uh.edu/	

4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/r/h>

5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>

6. AP Central – World History: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/228636.html

7. Khan Academy – World History Project: <https://www.khanacademy.org/humanities/whp-origins>

- **ELA Resources**

1. Principles of Philosophy - Rene Descartes
2. Leviathan - Thomas Hobbes
3. What is Enlightenment - Immanuel Kant
4. Opticks - Sir Isaac Newton
5. The Order of Things - Michel Foucault

- **Other Resources**

1. Encyclopedia Britannica - <https://www.britannica.com/>
2. History Channel - <https://www.history.com/>
3. British Museum- <https://www.britishmuseum.org/>
4. The Palace of Versailles - <https://en.chateauversailles.fr/>
5. The Imperial War Museum of London - <https://www.iwm.org.uk/>
6. The Metropolitan Museum of Art - <https://www.metmuseum.org/>
7. Rick Steves Art of the Renaissance- <https://www.ricksteves.com/watch-read-listen/video/tv-show/renaissance-art>
8. Rick Steves Versailles - <https://www.youtube.com/watch?v=194CDIsFpQA>
9. Engineering an Empire: Renaissance - <https://www.youtube.com/watch?v=EoLwZWArs0>
10. Lumen Learning: The Scientific Revolution- <https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/the-scientific-revolution/>

Overview of Accommodations and Modifications			
Students with Special Needs	<u>MLLs</u>	Students at Risk of School Failure	<u>Gifted and Talented Students</u>
504 accommodations and IEP modifications are provided as required. - All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to: - Graphic Organizers - Chunked Readings - Layered Curriculum/Tiered Assignments - Academic Games to practice skills and deepen understanding of topics - Think-Pair-Share Activities	- Bilingual Glossaries and Dictionaries: Provide bilingual resources to support vocabulary comprehension. - Translated Materials: Offer key documents and instructions in students' native languages. - Simplified Language: Use straightforward language for instructions and explanations. - Visual Supports: Incorporate maps, charts, and images to aid understanding. - Graphic Organizers: Utilize tools like timelines and flowcharts to help organize information.	The Historical Events Mapping Project is a remediation activity designed to help at-risk students in World History (Grades 9-12) understand key historical events through the creation of a visual and interactive timeline. Students research, organize, and present their findings, incorporating visual aids and summaries to highlight the significance of each event. This activity provides guided	The Comparative Historical Analysis Essay is an extension activity for gifted and talented World History students (Grades 9-12) that involves selecting and researching two significant historical events or periods for a detailed comparative analysis. Students write an essay comparing and contrasting the events, focusing on their causes,

• Stations and Learning Centers • Utilizing Pre-tests to reteach complex content before summative assessments • Providing additional resources for independent study (videos, study guides, teacher notes, web-based)	• Chunking Information: Break down complex texts and tasks into smaller parts. • Pre-teaching Vocabulary: Introduce key terms before lessons to build background knowledge. • Interactive Learning: Use strategies like Think-Pair-Share and group work to encourage collaboration. • Technology Integration: Incorporate language learning apps and multimedia resources. • Alternative Assessments: Offer varied assessment formats and provide extended time.	templates, step-by-step instructions, checkpoints, and additional resources to support student success.	outcomes, and impacts on modern society, and then present their findings to the class. This activity fosters advanced research, writing, and critical thinking skills.
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World History Curriculum

Unit 3:	Grade: 9-12	Pacing: 30 instructional days
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Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)			
Unit Overview			
The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.			
Stage 1 Desired Results			
New Jersey Student Learning Standards			
<u>Content Standards</u>	<u>Computer Science and Design Thinking</u>	<u>Career Readiness, Life Literacies, and Key Skills</u>	<u>Interdisciplinary Connections</u>
Standards 6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. 6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for	Standards 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or	Standards 9.4.12.IML.8: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.4.12.IML.9: Evaluate media sources for point of view, bias and motivations.	<u>English Language Arts</u> W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. L.KL.9–10.2.C: Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important

reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism). 6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution. 6.2.12.CivicsDP.3.b: Use data and evidence to 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.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.	communicate ideas using data 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena. 8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.		to comprehension or expression RI.AA.9–10.7.: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. W.WR.9–10.5.: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Science</u>
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6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism. 6.2.12.EconGE.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain. 6.2.12.EconGE.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. 6.2.12.EconGE.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and			HS-LS2.8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. Math HSS-IC.B.6: Evaluate reports based on data. S.CI. 2: Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.
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Latin America regarding barriers or opportunities for future development and political independence. 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world. 6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. 6.2.12.HistoryUP.3.a: Analyze the extent to			
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which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives. 6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.			
Vertical Integration			
Prior Learning New Jersey Student Learning Standards: 6.1.12.CivicsHR.1: Analyze the impact of democratic principles and political ideologies on the development of political systems and their influence on historical events. 6.1.12.CivicsHR.2: Evaluate the role of historical figures and movements in shaping democratic institutions and human rights. 6.1.12.Geo.1: Use geographic tools and spatial thinking to analyze how geographical factors influenced historical events and societal changes. 6.1.12.Geo.3: Understand how physical and human geographic factors contributed to the		Future Learning New Jersey Student Learning Standards: 6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide. 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians,	

development and expansion of empires and industrialization.

6.1.12.Econ.1: Examine how economic systems and innovations impact societies, including the effects of industrialization and technological advancements on historical events.

6.1.12.Econ.2: Analyze the role of economic factors in shaping historical developments, such as imperialism and global trade.

6.1.12.Hist.1: Analyze historical events and developments from multiple perspectives to understand their causes and consequences, including revolutions and reforms.

6.1.12.Hist.2: Examine key historical periods and their impacts, focusing on significant revolutions, imperialism, and social changes.

6.1.12.Hist.3: Analyze the interactions between societies and cultures to understand how historical events shaped global history, including the Age of Revolutions.

6.1.12.Hist.4: Evaluate and interpret primary and secondary sources to understand historical contexts and develop historical arguments.

6.1.12.Hist.5: Construct and support historical arguments using evidence from various sources to analyze historical events and their impacts.

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

6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.

6.2.12.GeoSV.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.

6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.HistoryCC.4.b: 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.HistoryCC.4.c: 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.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”

6.2.12.HistoryCC.4.h: 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.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations. 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. 6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. 6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics. 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
Established Goal	<i>Meaning</i>

Aligned with the goals of understanding socio-political and economic transformations during the Age of Revolutions, students will apply their knowledge to analyze primary and secondary sources related to political revolutions, industrial advancements, imperialism, and reform movements from 1750 to 1914. They will interpret how political revolutions, such as the American and French Revolutions, industrialization, and global imperialism reshaped societies and influenced global dynamics. Through comparative analysis, students will assess the impact of these developments on governance, economic systems, social structures, and global interactions.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Engaging in historical inquiry, students will develop skills in evaluating historical evidence for reliability, identifying causes and consequences, and synthesizing information to construct reasoned arguments about the lasting impacts of the Age of Revolutions on modern political	Industrialization and Economic Transformation The Industrial Revolution (late 18th-19th centuries) marked a profound transformation in economic and social structures, characterized by technological innovation, urbanization, and changes in labor practices. Enduring understandings include the recognition that industrialization led to significant advancements in technology and productivity, reshaping societies and economies. Students will understand how these changes contributed to economic disparities, the growth of industrial capitalism, and the emergence of labor movements and reform efforts aimed at addressing social inequalities. Imperialism and Global Impact The expansion of European empires during the 19th century, driven by imperialism, had lasting impacts on global politics, economics, and cultures. Enduring understandings include the recognition that imperialism led to the exploitation and domination of colonized regions, contributing to global power imbalances and cultural exchanges. Students will understand how imperialist policies shaped the development of global trade networks, influenced cultural interactions, and led to both resistance and reform movements in colonized regions. Reform Movements and Social Change The 19th and early 20th centuries saw various reform movements aimed at addressing social injustices and improving conditions within industrial and colonial societies. Enduring understandings include the recognition that these reform movements,	1. <i>What were the key causes and outcomes of the major political revolutions during the Age of Revolutions, and how did these revolutions influence the development of modern democratic states?</i> 0. <i>How did the Industrial Revolution transform economic systems and societal structures, and what were its positive and negative impacts on different social classes?</i>

structures, economic systems, and social reforms. Through written essays, oral presentations, and multimedia projects, students will communicate their findings, demonstrating their ability to apply historical knowledge and critical thinking skills to understand the complexities and legacies of the Age of Revolutions.	including women's suffrage, labor rights, and social welfare, were driven by a desire for social justice and equity. Students will understand how these movements challenged existing societal norms, contributed to legislative changes, and influenced the evolution of social and political ideologies.	0. <i>In what ways did the technological innovations of the Industrial Revolution contribute to global economic changes and the rise of industrial capitalism?</i> 0. <i>How did imperialism reshape global power dynamics, and what were the consequences of European expansion on colonized regions and their people?</i> 0. <i>What were the main goals and achievements of various reform movements during the 19th and early 20th</i>
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		<i>centuries, and how did they address issues related to social justice and equity?</i> 0. <i>How did the Enlightenment and Revolutionary ideals influence political and social thought during the Age of Revolutions, and how did these ideas challenge existing power structures?</i> 0. <i>What role did nationalism play in shaping political and social developments during the Age of Revolutions, and how did it contribute to the</i>
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		<i>formation of nation-states and independence movements?</i> <i>0. How did different societies respond to the challenges and opportunities presented by industrialization and imperialism, and what were the varied responses to these global changes?</i> <i>0. What were the key factors that led to the rise of labor movements and social reforms in response to industrial and economic changes, and how did</i>
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		<i>these movements impact labor laws and working conditions?</i> 0. <i>How can we analyze primary and secondary sources from the Age of Revolutions to understand the motivations, perspectives, and consequences of key events and developments during this period?</i>
	Acquisition	
	SWBAT: 1. Identify and describe the key causes of major political revolutions, including the American and French Revolutions, and explain their outcomes. 2. Analyze the impact of the Industrial Revolution on economic systems, including the rise of industrial capitalism and changes in labor practices. 3. Evaluate the technological innovations of the Industrial Revolution and explain their contributions to global economic changes.	

	4. Assess the consequences of European imperialism on colonized regions, including cultural, economic, and political impacts. 5. Compare and contrast the goals and achievements of 19th and early 20th-century reform movements, such as women's suffrage and labor rights. 6. Interpret how Enlightenment ideals influenced political and social thought during the Age of Revolutions and challenged existing power structures. 7. Explain the role of nationalism in shaping political and social developments, including the formation of nation-states and independence movements. 8. Analyze different societal responses to industrialization and imperialism, including resistance and adaptation strategies. 9. Evaluate the rise of labor movements and social reforms in response to industrial changes and assess their impact on labor laws and working conditions. 10. Utilize primary and secondary sources to investigate key events and developments of the Age of Revolutions, focusing on their motivations and consequences. 11. Summarize the major social and economic changes brought about by the Industrial Revolution and discuss their effects on different social classes. 12. Analyze the influence of key figures and leaders from the Age of Revolutions on the political and social transformations of their time. 13. Assess the global impact of the Age of Revolutions, including how these events influenced other regions and contributed to the spread of revolutionary ideas. 14. Create and present a multimedia project that illustrates the connections between the political, economic, and social changes during the Age of Revolutions. 15. Critically evaluate the legacy of the Age of Revolutions and its continuing impact on contemporary political and social issues.
Stage 2 Evidence	

Evaluative Criteria	<u>Assessment Evidence</u>
Rubric Generic 5-Point Rubric for World History Performance Tasks 1. Content Knowledge and Understanding (40 points) • 5: Demonstrates exceptional understanding with accurate and detailed content; fully addresses all aspects of the assignment. • 4: Demonstrates strong understanding with mostly accurate content; addresses most aspects of the assignment. • 3: Demonstrates adequate understanding with generally accurate content; addresses key aspects of the assignment. • 2: Demonstrates limited understanding with some inaccuracies; addresses few	Performance Task(s): 1. Write a research paper analyzing the causes, key events, and outcomes of the American or French Revolution, assessing its impact on modern democratic practices. 0. Participate in a class debate on the positive and negative effects of industrialization, presenting evidence on how it transformed economic systems and societal structures. 0. Create a short documentary or presentation that explores the technological innovations of the Industrial Revolution and their global impact, using primary and secondary sources. 0. Engage in a role-play activity where students assume the roles of different stakeholders during the age of imperialism (e.g., colonizers, colonized people, business owners) to discuss and analyze the impacts of European expansion. 0. Develop a campaign or advocacy project promoting one of the 19th or early 20th-century reform movements (e.g., women's suffrage, labor rights), including a persuasive speech, visual aids, and a written proposal. 0. Create a model or infographic illustrating the rise of nationalism and the formation of new nation-states,

aspects of the assignment. • 1: Demonstrates poor understanding with significant inaccuracies; fails to address the assignment effectively. 2. Research and Use of Evidence (20 points) 3. Critical Thinking and Analysis (20 points) 4. Organization and Clarity (10 points) 5. Presentation and Creativity (10 points) Other Rubrics Peer Feedback Rubric Student Self Assessment Rubric Baseline Rubric Mock Trial Resources and Rubric Research Paper Rubric Sample	explaining how these movements shaped political and social developments. 0. Analyze primary source documents (e.g., speeches, letters, or government decrees) from the Age of Revolutions to identify perspectives and motivations behind key events and reforms. 0. Write a comparative essay on the effects of imperialism in two different regions, analyzing similarities and differences in how imperialism shaped economic, social, and political structures. 0. Develop a multimedia presentation that explores how the Age of Revolutions influenced global trade, cultural exchanges, and international relations. 0. Write an essay reflecting on the lasting legacies of the Age of Revolutions, discussing how these historical events continue to influence contemporary political, economic, and social issues.
	Summative Assessments • Topic/Chapter Assessments (tests, quizzes, etc) • Unit/Topic Projects • Research Papers and Essays • DBQs • Mid Point Assessment • End of unit assessment Benchmarks

	• Peer Feedback • Student Self Assessments • Note Taking Assignments including the use of graphic organizers • Student responses to Do Now's • Exit Tickets Formative Assessment and Other Evidence • Daily reading assignments • Graphic organizers and note taking assignments • Mapping and Geographical skill assignments • Venn Diagrams • DBQs • Student centered presentations • Primary Source Readings and Analysis • Readings with comprehension, critical thinking, and analysis questions • Student led Discussions • Online assignments • Peer Feedback • Student Self Assessments
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Stage 3 Learning Plan

Materials and Resources

- **Core Instructional Materials**

1. World History Interactive - Textbook

- Gaynor Ellis, Elizabeth, et al. *US History Interactive*. Savvas Learning, 2022.

- **Supplemental Instructional Materials (May include, but not be limited to):**

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>

2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>
3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rh>
5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
6. AP Central – World History:
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/228636.html
7. Khan Academy – World History Project:
<https://www.khanacademy.org/humanities/whp-origins>

- **ELA Resources**

1. Barry Lyndon - William Makepeace Thackeray
2. Napoleon; A Life - Andrew Roberts
3. Les Miserables - Victor Hugo
4. The Black Jacobins - CLR James
5. Hard Times - Charles Dickens

- **Other Resources**

1. Encyclopedia Britannica - <https://www.britannica.com/>
2. History Channel - <https://www.history.com/>
3. British Museum- <https://www.britishmuseum.org/>
4. The Palace of Versailles - <https://en.chateauversailles.fr/>
5. The Imperial War Museum of London - <https://www.iwm.org.uk/>
6. The Metropolitan Museum of Art - <https://www.metmuseum.org/>
7. History Hit: Waterloo - <https://www.youtube.com/watch?v=RsLpS4atvLc>
8. Timeline Documentary: Napoleon in Egypt - <https://www.youtube.com/watch?v=ZU0PJwjfbFo>
9. History Hit: Victorian Jobs - <https://www.youtube.com/watch?v=hY4ptEzxNwM>
10. Time Documentary: Queen Victoria in Her Own Words- <https://www.youtube.com/watch?v=WAIVtU7kH-s>

Meeting the Needs of Students

Overview of Accommodations and Modifications

Students with Special Needs	MLLs	Students at Risk of School Failure	Gifted and Talented Students
504 accommodations and IEP modifications are provided as required. - All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to: - Graphic Organizers - Chunked Readings - Layered Curriculum/Tiered Assignments - Academic Games to practice skills and deepen understanding of topics	- Bilingual Glossaries and Dictionaries: Provide bilingual resources to support vocabulary comprehension. - Translated Materials: Offer key documents and instructions in students' native languages. - Simplified Language: Use straightforward language for instructions and explanations. - Visual Supports: Incorporate maps, charts, and images to aid understanding. - Graphic Organizers: Utilize tools like timelines and flowcharts to	The Historical Events Mapping Project is a remediation activity designed to help at-risk students in World History (Grades 9-12) understand key historical events through the creation of a visual and interactive timeline. Students research, organize, and present their findings, incorporating visual aids and summaries to highlight the significance of each event. This activity provides guided	The Comparative Historical Analysis Essay is an extension activity for gifted and talented World History students (Grades 9-12) that involves selecting and researching two significant historical events or periods for a detailed comparative analysis. Students write an essay comparing and contrasting the events, focusing on

• Think-Pair-Share Activities • Stations and Learning Centers • Utilizing Pre-tests to reteach complex content before summative assessments • Providing additional resources for independent study (videos, study guides, teacher notes, web-based)	help organize information. • Chunking Information: Break down complex texts and tasks into smaller parts. • Pre-teaching Vocabulary: Introduce key terms before lessons to build background knowledge. • Interactive Learning: Use strategies like Think-Pair-Share and group work to encourage collaboration. • Technology Integration: Incorporate language learning apps and multimedia resources. • Alternative Assessments: Offer varied assessment formats and provide extended time.	templates, step-by-step instructions, checkpoints, and additional resources to support student success.	their causes, outcomes, and impacts on modern society, and then present their findings to the class. This activity fosters advanced research, writing, and critical thinking skills.
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Unit 4: Half-Century of Crisis and Achievement: The Era of the Great Wars (1914-1945)	Grade: 9-12		Pacing: 30 instructional days
Unit Overview Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.			
Stage 1 Desired Results			
New Jersey Student Learning Standards			
<u>Content Standards</u>	<u>Computer Science and Design Thinking</u>	<u>Career Readiness, Life Literacies, and Key Skills</u>	<u>Interdisciplinary Connections</u>
Standards 6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth	Standards 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.5: Propose cause and effect	Standards 9.4.12.IML.8: Analyze the decisions creators make to reveal explicit and implicit messages within information and media. 9.4.12.IML.9: Evaluate media sources for	<u>English Language Arts</u> W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

or decline around the world. 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide. 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. 6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI. 6.2.12.GeoSV.4.b: Determine how geography impacted military strategies and major turning points during World War II.	relationships, predict outcomes, or communicate ideas using data 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena. 8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.	point of view, bias and motivations.	L.KL.9–10.2.C: Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression RI.AA.9–10.7: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. W.WR.9–10.5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the
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6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East. 6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. 6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I. 6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.			subject under investigation. <u>Science</u> HS-LS2.8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. <u>Math</u> HSS-IC.B.6: Evaluate reports based on data. S.CI. 2: Decide if a specified model is consistent with
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6.2.12.HistoryCC.4.c: 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.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. 6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars. 6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore			results from a given data-generating process, e.g., using simulation.
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the reasons why this transformation did not occur outside of the western world.

6.2.12.HistoryCC.4.g:

Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”

6.2.12.HistoryCC.4.h:

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.HistoryUP.4.a:

Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.HistoryUP.4.b:

Report on the influence of war, economic depression, and

genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. 6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. 6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics. 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist			
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actions of Germany, Italy, and Japan.			
Vertical Integration			
Prior Learning New Jersey Student Learning Standards: 6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. 6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism). 6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution. 6.2.12.CivicsDP.3.b: Use data and evidence to 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.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.		Future Learning New Jersey Student Learning Standards: 6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace. 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights. 6.2.12.HistoryCC.5.a: 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.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures). 6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir). 6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.	

6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.

6.2.12.EconGE.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.

6.2.12.EconGE.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

6.2.12.EconGE.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability

6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.

6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.

6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment

6.2.12.HistoryCC.5.b: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

6.2.12.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.

6.2.12.HistoryCC.5.d: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.2.12.HistoryCC.5.f: 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, Middle East).

6.2.12.HistoryCC.5.g: Assess the impact of Gandhi's methods of civil disobedience and

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment. 6.2.12.HistoryUP.3.a: 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.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.	passive resistance in India and determine how his methods were later used by people from other countries. 6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries. 6.2.12.HistoryCA.5.a: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
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Established Goal	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Global Conflicts and Political Reconfigurations The World Wars of the 20th century, including World War I and World War II, significantly reshaped global political landscapes and power structures. Enduring understandings include the recognition that these conflicts led to the redrawing of national borders, the emergence of new political ideologies, and the establishment of international organizations aimed at promoting global stability. Students will understand how these wars influenced the development of modern nation-states, the rise of superpowers, and the creation of frameworks for international cooperation and conflict resolution. Technological Advancements and Warfare	1. <i>What were the primary causes of World War I, and how did they contribute to the outbreak of global conflict?</i> 2. <i>How did the Treaty of Versailles and other post-World War I treaties shape the</i>

wars, students will interpret the impact of these conflicts on the development of modern geopolitical boundaries, economic policies, and societal changes. Engaging in historical inquiry, students will develop skills in evaluating historical evidence for reliability, understanding the interplay between technological advancements and military strategies, and assessing the long-term effects of the wars on global power dynamics. They will analyze how wartime strategies, diplomatic negotiations, and economic recoveries shaped the post-war world. Through comparative analysis, students will explore the lasting legacies of the wars, including the rise of new political ideologies, the establishment of international organizations, and the shifts in global economic practices. Through written essays, oral presentations, and multimedia projects, students will communicate their findings, demonstrating	The period between 1914 and 1945 saw rapid technological advancements that transformed military strategies and had far-reaching effects on both combat and civilian life. Enduring understandings include the recognition that innovations such as tanks, aircraft, and communications technology revolutionized warfare and contributed to the high scale of destruction and human loss. Students will understand how these technological changes impacted wartime strategies, influenced post-war reconstruction efforts, and shaped the future trajectory of military technology and civilian applications. Economic Struggles and Recovery The Great Wars had profound effects on global economies, leading to both immediate economic hardships and long-term recovery efforts. Enduring understandings include the recognition that the wars caused significant economic disruptions, including the Great Depression and post-war economic booms. Students will understand how these economic struggles led to shifts in global economic policies, the rise of new economic powers, and the establishment of international economic institutions designed to stabilize and rebuild global economies.	<i>political and economic landscape of Europe and contribute to the rise of totalitarian regimes?</i> 3. <i>In what ways did technological advancements during World War I and World War II transform military strategies and affect the scale of warfare?</i> 4. <i>How did the economic hardships of the Great Depression influence political stability and social conditions in different countries leading up to World War II?</i> 5. <i>What were the key factors that led to the rise of totalitarian regimes in</i>
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their ability to apply historical knowledge and critical thinking skills to understand the complexities and enduring impacts of the Great Wars on contemporary global issues and international relations.		<i>Germany, Italy, and Japan, and how did these regimes influence global conflicts?</i> 6. <i>How did the social and cultural experiences of civilians during the Great Wars impact societal changes and post-war recovery efforts?</i> 7. <i>What were the major turning points in World War II, and how did these events influence the outcome of the war and the post-war order?</i> 8. <i>How did World War II lead to the creation of international organizations such as the United Nations, and</i>
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		<i>what role did these organizations play in shaping the post-war world?</i> 9. <i>In what ways did the Great Wars contribute to the emergence of new global powers and influence geopolitical dynamics during the postwar era?</i> 10. <i>How did the experiences of the Great Wars and their aftermath shape the development of modern international relations, economic policies, and global conflicts?</i>
	Acquisition	
	SWBAT:	

	1. Identify and describe the major causes of World War I, including the role of nationalism, militarism, and alliances. 2. Explain the impact of the Treaty of Versailles on the political and economic conditions in Europe after World War I. 3. Analyze the social and economic effects of the Great Depression on different countries, including its impact on political stability and societal changes. 4. Describe the rise of totalitarian regimes in Germany, Italy, and Japan, and assess their impact on international relations leading up to World War II. 5. Evaluate the technological advancements during World War I and World War II, including their impact on military strategies and combat effectiveness. 6. Compare and contrast the experiences of soldiers and civilians during World War I and World War II, including the impact of warfare on daily life. 7. Assess the consequences of World War II on the global balance of power, including the emergence of new superpowers and the decline of colonial empires. 8. Analyze the role of propaganda during the Great Wars and its effect on public opinion and morale in both Allied and Axis nations. 9. Examine the major turning points in World War II, such as the Battle of Stalingrad or the D-Day invasion and discuss their significance in shaping the outcome of the war. 10. Explain the creation and objectives of international organizations established after World War II, such as the United Nations, and their role in promoting global stability. 11. Investigate the impact of World War I and World War II on colonial regions, including the effects on independence movements and decolonization efforts. 12. Describe the economic and social recovery efforts in Europe and Asia after World War II, including the role of international aid and reconstruction programs. 13. Analyze the influence of wartime alliances and diplomatic negotiations on the post-war order, including the formation of new political and economic alliances.
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	14. Assess the impact of the Great Wars on the development of new military technologies and strategies, including the use of aircraft, tanks, and atomic weapons. 15. Explore the cultural and artistic responses to the Great Wars, including how literature, art, and cinema reflected and influenced perceptions of the conflicts and their aftermath.
Stage 2 Evidence	
Evaluative Criteria	Assessment Evidence
Rubric Generic 5-Point Rubric for World History Performance Tasks 1. Content Knowledge and Understanding (40 points) • 5: Demonstrates exceptional understanding with accurate and detailed content; fully addresses all aspects of the assignment. • 4: Demonstrates strong understanding with mostly accurate content; addresses most aspects of the assignment. • 3: Demonstrates adequate understanding with generally accurate content;	Performance Task(s): 1. Write a research paper analyzing the causes, major events, and consequences of World War I, evaluating its impact on subsequent global conflicts and political structures. 2. Create a multimedia presentation that illustrates the technological advancements of World War I and World War II, including their effects on military tactics and civilian life. 3. Participate in a simulated peace conference where students represent different countries and negotiate treaties and agreements, reflecting on the outcomes and their impact on international relations. 4. Design and present a poster or infographic that outlines the social and economic effects of the Great Depression on different nations, using historical data and primary sources. 5. Develop a fictional diary or journal from the perspective of a civilian or soldier during World War II, depicting daily life and the impact of the war on personal experiences and societal changes. 6. Conduct a debate on the effectiveness of wartime propaganda in shaping public opinion and morale, using historical examples from both World War I and World War II. 7. Create a timeline of key events and turning points in World War II, including significant battles, political decisions, and

addresses key aspects of the assignment. • 2: Demonstrates limited understanding with some inaccuracies; addresses few aspects of the assignment. • 1: Demonstrates poor understanding with significant inaccuracies; fails to address the assignment effectively. 2. Research and Use of Evidence (20 points) 3. Critical Thinking and Analysis (20 points) 4. Organization and Clarity (10 points) 5. Presentation and Creativity (10 points) Other Rubrics Peer Feedback Rubric Student Self Assessment Rubric Baseline Rubric Mock Trial Resources and Rubric Research Paper Rubric Sample	diplomatic efforts, and analyze their influence on the war's outcome. 8. Produce a short film or skit that dramatizes a significant event from the Great Wars, such as the signing of a treaty or a major battle, and explain its historical significance. 9. Write a comparative analysis of the rise and impact of totalitarian regimes in Germany, Italy, and Japan, focusing on their political ideologies, military strategies, and effects on global conflicts. 10. Engage in a group project to research and present on the post-war recovery efforts in Europe and Asia, examining the role of international aid and reconstruction programs in rebuilding societies and economies. Summative Assessments • Topic/Chapter Assessments (tests, quizzes, etc) • Unit/Topic Projects • Research Papers and Essays • DBQs • Mid Point Assessment • End of unit assessment Benchmarks • Peer Feedback • Student Self Assessments • Note Taking Assignments including the use of graphic organizers • Student responses to Do Now's • Exit Tickets Formative Assessment and Other Evidence • Daily reading assignments • Graphic organizers and note taking assignments • Mapping and Geographical skill assignments
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	• Venn Diagrams • DBQs • Student centered presentations • Primary Source Readings and Analysis • Readings with comprehension, critical thinking, and analysis questions • Student led Discussions • Online assignments • Peer Feedback • Student Self Assessments
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Stage 3 Learning Plan

Materials and Resources

- **Core Instructional Materials**

1. World History Interactive - Textbook

- Gaynor Ellis, Elizabeth, et al. *US History Interactive*. Savvas Learning, 2022.

- **Supplemental Instructional Materials (May include, but not be limited to):**

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>
3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rh>
5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
6. AP Central – World History:
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/228636.html
7. Khan Academy – World History Project:
<https://www.khanacademy.org/humanities/whp-origins>

- **ELA Resources**

- a. All Quiet on the Western Front - Erich Maria Remarque

- a. Homage to Catalonia - George Orwell
- a. The Boy with the Striped Pyjamas - John Boyne
- a. Things Fall Apart by Chinua Achebe
- a. Night by Elie Wiesel

- **Other Resources**

1. Encyclopedia Britannica - <https://www.britannica.com/>
2. History Channel - <https://www.history.com/>
3. British Museum- <https://www.britishmuseum.org/>
4. National Army Museum of UK - <https://ww1.nam.ac.uk/>
5. The Imperial War Museum of London - <https://www.iwm.org.uk/>
6. National WWII Museum - <https://www.nationalww2museum.org/>
7. Picasso Museum of Barcelona - <https://museupicassobcn.cat/en>
8. United States Holocaust Memorial Museum- <https://www.ushmm.org/>
9. Los Angeles County Museum of Art - <https://www.lacma.org/art/exhibition/new-objectivity-modern-german-art-weimar-republic-1919-1933>
10. The Metropolitan Museum of Art - <https://www.metmuseum.org/>
11. The World at War 1973 Documentary- <https://archive.org/details/the-world-at-war-1973>
12. All Quiet on the Western Front 1979 - https://tubitv.com/movies/465145/all-quiet-on-the-western-front?start=true&tracking=google-feed&utm_source=google-feed
13. PBS Frontline Holocaust series - <https://www.pbs.org/wgbh/frontline/documentary/memory-of-the-camps/>

Meeting the Needs of Students

Overview of Accommodations and Modifications

Students with Special Needs	MLLs	Students at Risk of School Failure	Gifted and Talented Students
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1. 504 accommodations and IEP modifications are provided as required. 2. All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to: • Graphic Organizers • Chunked Readings • Layered Curriculum/Tiered Assignments • Academic Games to practice skills and deepen understanding of topics • Think-Pair-Share Activities • Stations and Learning Centers • Utilizing Pre-tests to	• Bilingual Glossaries and Dictionaries: Provide bilingual resources to support vocabulary comprehension . • Translated Materials: Offer key documents and instructions in students' native languages. • Simplified Language: Use straightforward language for instructions and explanations. • Visual Supports: Incorporate maps, charts, and images to aid understanding. • Graphic Organizers: Utilize tools like timelines and flowcharts to help organize information. • Chunking Information: Break down	• The Historical Events Mapping Project is a remediation activity designed to help at-risk students in World History (Grades 9-12) understand key historical events through the creation of a visual and interactive timeline. Students research, organize, and present their findings, incorporating visual aids and summaries to highlight the significance of each event. This activity provides guided templates, step-by-step instructions, checkpoints, and additional resources to support	• The Comparative Historical Analysis Essay is an extension activity for gifted and talented World History students (Grades 9-12) that involves selecting and researching two significant historical events or periods for a detailed comparative analysis. Students write an essay comparing and contrasting the events, focusing on their causes, outcomes, and impacts on modern society, and then present their findings to the class.
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reteach complex content before summative assessments • Providing additional resources for independent study (videos, study guides, teacher notes, web-based)	complex texts and tasks into smaller parts. • Pre-teaching Vocabulary: Introduce key terms before lessons to build background knowledge. • Interactive Learning: Use strategies like Think-Pair-Share and group work to encourage collaboration. • Technology Integration: Incorporate language learning apps and multimedia resources. • Alternative Assessments: Offer varied assessment formats and provide extended time.	student success.	This activity fosters advanced research, writing, and critical thinking skills.
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World History Curriculum

Unit 5: The 20th Century Since 1945: Challenges for the Modern World	Grade: 9-12	Pacing: 30 instructional days
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Unit Overview

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

Stage 1 Desired Results

New Jersey Student Learning Standards

Content Standards

Computer Science and Design Thinking

Career Readiness, Life Literacies, and Key Skills

Interdisciplinary Connections

Standards

6.2.12.CivicsPI.5.a:
Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.

6.2.12.CivicsHR.5.a:
Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

Standards

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and

Standards

9.4.12.IML.8: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

9.4.12.IML.9:
Evaluate media sources for point of view, bias and motivations.

English Language Arts

W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.KL.9-10.2.C:
Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

6.2.12.HistoryCC.5.a: 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.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures). 6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir). 6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect	support different interpretations of real-world phenomena. 8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.		RI.AA.9–10.7: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. W.WR.9–10.5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Science HS-LS2.8: Evaluate the evidence for the role of group behavior on individual and species' chances to
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their spheres of influence. 6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism. 6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China. 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment 6.2.12.HistoryCC.5.b: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.			survive and reproduce. MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. <u>Math</u> HSS-IC.B.6: Evaluate reports based on data. S.CI. 2: Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.
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6.2.12.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. 6.2.12.HistoryCC.5.d: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. 6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide. 6.2.12.HistoryCC.5.f: 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, Middle East).			
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6.2.12.HistoryCC.5.g: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries. 6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries. 6.2.12.HistoryCA.5.a: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.			
Vertical Integration			

Prior Learning

New Jersey Student Learning Standards:

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.

6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.

6.2.12.GeoSV.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.

Future Learning

New Jersey Student Learning Standards:

6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and

6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.

6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.HistoryCC.4.b: 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.HistoryCC.4.c: 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.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

exchange rates play in maintaining stable regional and global economies.

- **6.2.12.EconGE.6.c:** Relate the rise of the Internet and social media to global economy.

6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”

6.2.12.HistoryCC.4.h: 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.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. 6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics. 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.							
Established Goal In this unit, students will explore the significant political, social, and economic challenges that shaped the modern world in the aftermath of World War II. They will critically analyze the rise and fall of political ideologies, including socialism, communism, fascism, and liberal democracy, assessing their influence on civil and human rights across different global contexts. Through the study of genocides and large-scale atrocities, students will investigate the motivations behind these events and evaluate the responses by governments, individuals, and international organizations.	<table> <tr> <th colspan="2" data-bbox="539 766 1451 846"><i>Meaning</i></th></tr> <tr> <th data-bbox="539 846 1138 972">ENDURING UNDERSTANDINGS</th><th data-bbox="1138 846 1451 972">ESSENTIAL QUESTIONS</th></tr> <tr> <td data-bbox="539 972 1138 1892"> Cold War Dynamics and Global Tensions The post-1945 era was marked by intense geopolitical tensions between the United States and the Soviet Union, leading to the Cold War, which influenced international relations for nearly half a century. Enduring understandings include the recognition that the Cold War led to the division of the world into competing ideological blocs, spurred arms races, and prompted conflicts in various regions. Students will understand how these tensions shaped global alliances, fueled proxy wars, and influenced the foreign and domestic policies of nations worldwide. Decolonization and National Liberation Movements The period following World War II saw the dissolution of European empires and the rise of national liberation movements across Africa, Asia, and the Middle East. Enduring understandings include the recognition that </td><td data-bbox="1138 972 1451 1892"> <i>1. How did the Cold War shape global political, economic, and military alliances in the second half of the 20th century?</i> <i>2. What were the key factors that led to the decolonization movements in Africa, Asia, and the Middle East after World War II?</i> <i>3. In what ways did the</i> </td></tr> </table>	<i>Meaning</i>		ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	Cold War Dynamics and Global Tensions The post-1945 era was marked by intense geopolitical tensions between the United States and the Soviet Union, leading to the Cold War, which influenced international relations for nearly half a century. Enduring understandings include the recognition that the Cold War led to the division of the world into competing ideological blocs, spurred arms races, and prompted conflicts in various regions. Students will understand how these tensions shaped global alliances, fueled proxy wars, and influenced the foreign and domestic policies of nations worldwide. Decolonization and National Liberation Movements The period following World War II saw the dissolution of European empires and the rise of national liberation movements across Africa, Asia, and the Middle East. Enduring understandings include the recognition that	<i>1. How did the Cold War shape global political, economic, and military alliances in the second half of the 20th century?</i> <i>2. What were the key factors that led to the decolonization movements in Africa, Asia, and the Middle East after World War II?</i> <i>3. In what ways did the</i>
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Cold War Dynamics and Global Tensions The post-1945 era was marked by intense geopolitical tensions between the United States and the Soviet Union, leading to the Cold War, which influenced international relations for nearly half a century. Enduring understandings include the recognition that the Cold War led to the division of the world into competing ideological blocs, spurred arms races, and prompted conflicts in various regions. Students will understand how these tensions shaped global alliances, fueled proxy wars, and influenced the foreign and domestic policies of nations worldwide. Decolonization and National Liberation Movements The period following World War II saw the dissolution of European empires and the rise of national liberation movements across Africa, Asia, and the Middle East. Enduring understandings include the recognition that	<i>1. How did the Cold War shape global political, economic, and military alliances in the second half of the 20th century?</i> <i>2. What were the key factors that led to the decolonization movements in Africa, Asia, and the Middle East after World War II?</i> <i>3. In what ways did the</i>						

Students will examine the geopolitical shifts that occurred during and after World War II, focusing on the redrawing of political boundaries, the impact of geography on military strategies, and the creation of new nations in the Middle East. They will use geographic and historical evidence to understand how these changes shaped the post-war world and contributed to the emergence of new global power dynamics. The economic challenges of the 20th century, including the Great Depression and its effects on global economic theories and practices, will be analyzed. Students will evaluate government responses to economic crises and the subsequent rise of various political movements. The unit will also explore how the wars influenced cultural values, the arts, and social ideas, particularly in the context of nationalism, propaganda, and the mobilization of civilian populations.	decolonization was driven by the demand for self-determination, the weakening of colonial powers, and the influence of global ideologies such as nationalism and communism. Students will understand how the struggle for independence led to the creation of new nations, the realignment of global power structures, and ongoing challenges related to national identity and governance. Globalization and Economic Interdependence Since 1945, the world has experienced increasing economic interdependence, driven by globalization, technological advancements, and the establishment of international trade organizations. Enduring understandings include the recognition that globalization has connected economies, cultures, and political systems on an unprecedented scale, leading to both opportunities and challenges. Students will understand how globalization has influenced economic policies, created new markets, exacerbated inequalities, and prompted debates over sovereignty, cultural identity, and environmental sustainability.	<i>nuclear arms race and the concept of mutually assured destruction (MAD) influence international relations during the Cold War?</i> 4. <i>How did the ideological conflict between capitalism and communism impact the domestic policies and social structures of countries worldwide?</i> 5. <i>What role did the United Nations and other international organizations play in maintaining global peace and security during the Cold War era?</i> 6. <i>How did the rise of nationalism and independence</i>
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Through comparative analysis, students will assess the causes and consequences of the two World Wars, exploring themes of technological innovation, social transformation, and the long-term impact on global society. They will also examine the role of colonized and indigenous peoples in these conflicts and the lasting effects on movements for national self-rule and sovereignty. Students will generate evidence-based arguments to explain the rise of nationalism and revolutionary movements in the mid-20th century, focusing on key regions such as China, Turkey, and India. They will also analyze the international community's responses to expansionist actions by totalitarian regimes, drawing connections between these historical events and contemporary global challenges.		<i>movements alter the political landscape of former colonial regions?</i> 7. <i>What were the economic consequences of globalization in the late 20th century, and how did they affect different regions of the world?</i> 8. <i>How did the technological advancements of the post-World War II era, such as the space race and the development of the internet, transform global communication and competition?</i> 9. <i>In what ways did the proxy wars in Asia, Africa, and Latin America reflect the broader Cold</i>
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		<i>War tensions between the superpowers?</i> 10. <i>How did the fall of the Soviet Union in 1991 change the global balance of power and influence the post-Cold War world order?</i> 11. <i>What were the major social and cultural changes that occurred as a result of globalization in the late 20th century?</i> 12. <i>How did the environmental movement of the late 20th century challenge traditional economic and industrial practices?</i> 13. <i>What were the causes and consequences of major global economic crises in the second half of the 20th century, such</i>
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		<i>as the oil shocks of the 1970s?</i> 14. <i>How did the spread of democracy and human rights movements influence global governance and international law in the post-1945 world?</i> 15. <i>In what ways did the conflicts in the Middle East after 1945 reflect broader global tensions and contribute to ongoing regional instability?</i>
	Acquisition	
	SWBAT: 1. Analyze the causes and effects of the Cold War on global political, economic, and military alliances. 2. Compare and contrast the decolonization processes in Africa, Asia, and the Middle East.	

	3. Evaluate the impact of the nuclear arms race on international relations and the concept of mutually assured destruction (MAD). 4. Assess how the ideological conflict between capitalism and communism influenced domestic policies in different countries. 5. Explain the role of the United Nations and other international organizations in maintaining global peace during the Cold War. 6. Investigate the rise of nationalism and its impact on the political landscape of former colonial regions. 7. Analyze the economic consequences of globalization and their effects on different regions of the world. 8. Examine how technological advancements in the post-World War II era transformed global communication and competition. 9. Assess the influence of Cold War tensions on the proxy wars in Asia, Africa, and Latin America. 10. Analyze the causes and implications of the fall of the Soviet Union on the global balance of power. 11. Evaluate the social and cultural changes that resulted from globalization in the late 20th century. 12. Explore the environmental movement of the late 20th century and its impact on economic and industrial practices. 13. Investigate the causes and consequences of major global economic crises, such as the oil shocks of the 1970s. 14. Assess how the spread of democracy and human rights movements influenced global governance and international law. 15. Analyze the causes and consequences of conflicts in the Middle East and their reflection of broader global tensions.
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Stage 2 Evidence	
Evaluative Criteria	Assessment Evidence
Rubric Generic 5-Point Rubric for World History Performance Tasks 1. Content Knowledge and Understanding (40 points) • 5: Demonstrates exceptional understanding with accurate and detailed content; fully addresses all aspects of the assignment. • 4: Demonstrates strong understanding with mostly accurate content; addresses most aspects of the assignment. • 3: Demonstrates adequate understanding with generally accurate content; addresses key aspects of the assignment. • 2: Demonstrates limited	Performance Task(s): 1. Write a research paper analyzing the origins, major events, and consequences of the Cold War, evaluating its impact on global political, economic, and military alliances. 2. Create a multimedia presentation that explores the decolonization movements in Africa, Asia, and the Middle East, highlighting the causes, key events, and lasting effects on these regions. 3. Participate in a simulated United Nations assembly where students represent different countries and negotiate responses to a Cold War-era conflict, focusing on diplomatic strategies and their impact on global relations. 4. Design and present an infographic that outlines the economic, social, and cultural effects of globalization in the late 20th century, using historical data and case studies to support your analysis. 5. Develop a fictional diary or journal from the perspective of an activist involved in a decolonization movement, depicting daily struggles, key events, and the impact of independence on personal and societal changes. 6. Conduct a debate on the effectiveness and consequences of the nuclear arms race during the Cold War, using historical examples to argue its impact on international relations and global security. 7. Create a timeline of key events and turning points during the Cold War, including significant crises, political decisions, and diplomatic efforts, and analyze their influence on the eventual dissolution of the Soviet Union. 8. Produce a short film or skit that dramatizes the fall of the Berlin Wall, explaining its significance as a symbol of the end of the Cold War and its impact on European reunification. 9. Write a comparative analysis of the economic recovery efforts in Europe and Asia after World War II, focusing on the role of

understanding with some inaccuracies; addresses few aspects of the assignment. • 1: Demonstrates poor understanding with significant inaccuracies; fails to address the assignment effectively. 2. Research and Use of Evidence (20 points) 3. Critical Thinking and Analysis (20 points) 4. Organization and Clarity (10 points) 5. Presentation and Creativity (10 points) Other Rubrics Peer Feedback Rubric Student Self Assessment Rubric Baseline Rubric Mock Trial Resources and Rubric Research Paper Rubric Sample	international aid, such as the Marshall Plan, and its effects on rebuilding societies and economies. 10. Engage in a group project to research and present on a specific conflict in the Middle East after 1945, examining the causes, key events, and broader global implications of the conflict. Summative Assessments • Topic/Chapter Assessments (tests, quizzes, etc) • Unit/Topic Projects • Research Papers and Essays • DBQs • Mid Point Assessment • End of unit assessment Benchmarks • Peer Feedback • Student Self Assessments • Note Taking Assignments including the use of graphic organizers • Student responses to Do Now's • Exit Tickets Formative Assessment and Other Evidence • Daily reading assignments • Graphic organizers and note taking assignments • Mapping and Geographical skill assignments • Venn Diagrams • DBQs • Student centered presentations • Primary Source Readings and Analysis
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	• Readings with comprehension, critical thinking, and analysis questions • Student led Discussions • Online assignments • Peer Feedback • Student Self Assessments
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Stage 3 Learning Plan

Materials and Resources

- **Core Instructional Materials**

1. World History Interactive - Textbook

- Gaynor Ellis, Elizabeth, et al. *US History Interactive*. Savvas Learning, 2022.

- **Supplemental Instructional Materials (May include, but not be limited to):**

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>
3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rh>
5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
6. AP Central – World History:
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/228636.html
7. Khan Academy – World History Project:
<https://www.khanacademy.org/humanities/whp-origins>

- **Other Resources**

1. Encyclopedia Britannica - <https://www.britannica.com/>
2. History Channel - <https://www.history.com/>
3. British Museum- <https://www.britishmuseum.org/>
4. The Palace of Versailles - <https://en.chateauversailles.fr/>

5. The Imperial War Museum of London - <https://www.iwm.org.uk/>
6. The Metropolitan Museum of Art - <https://www.metmuseum.org/>

Meeting the Needs of Students

Overview of Accommodations and Modifications

Students with Special Needs	MLLs	Students at Risk of School Failure	Gifted and Talented Students
1. 504 accommodations and IEP modifications are provided as required. 2. All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to: • Graphic Organizers • Chunked Readings • Layered Curriculum/Tier	• Bilingual Glossaries and Dictionaries: Provide bilingual resources to support vocabulary comprehension. • Translated Materials: Offer key documents and instructions in students' native languages. • Simplified Language: Use straightforward language for instructions and explanations. • Visual Supports:	• The Historical Events Mapping Project is a remediation activity designed to help at-risk students in World History (Grades 9-12) understand key historical events through the creation of a visual and interactive timeline. Students research, organize, and present their findings, incorporating visual aids	• The Comparative Historical Analysis Essay is an extension activity for gifted and talented World History students (Grades 9-12) that involves selecting and researching two significant historical events or periods for a detailed comparative analysis. Students write an

ed Assignments • Academic Games to practice skills and deepen understanding of topics • Think-Pair-Share Activities • Stations and Learning Centers • Utilizing Pre-tests to reteach complex content before summative assessments • Providing additional resources for independent study (videos, study guides, teacher notes, web-based)	Incorporate maps, charts, and images to aid understanding. • Graphic Organizers: Utilize tools like timelines and flowcharts to help organize information. • Chunking Information: Break down complex texts and tasks into smaller parts. • Pre-teaching Vocabulary: Introduce key terms before lessons to build background knowledge. • Interactive Learning: Use strategies like Think-Pair-Share and group work to encourage collaboration. • Technology Integration: Incorporate language learning apps	and summaries to highlight the significance of each event. This activity provides guided templates, step-by-step instructions, checkpoints, and additional resources to support student success.	essay comparing and contrasting the events, focusing on their causes, outcomes, and impacts on modern society, and then present their findings to the class. This activity fosters advanced research, writing, and critical thinking skills.
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	and multimedia resources. Alternative Assessments: Offer varied assessment formats and provide extended time.		
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World History Curriculum

Unit 6: Contemporary Issues	Grade: 9-12	Pacing: 30 instructional days	
Unit Overview Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.			
Stage 1 Desired Results			
New Jersey Student Learning Standards			
<u>Content Standards</u>	<u>Computer Science and Design Thinking</u>	<u>Career Readiness, Life Literacies, and Key Skills</u>	<u>Interdisciplinary Connections</u>
Standards 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in	Standards 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. 8.1.5.DA.3: Organize and present collected data visually to communicate insights	Standards 9.4.12.IML.8: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	<u>English Language Arts</u> W.11-12.9: Draw evidence from literary or informational texts to support analysis,

attempting to solve global issues 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights. 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.	gained from different views of the data. 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena. 8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.	9.4.12.IML.9: Evaluate media sources for point of view, bias and motivations.	reflection, and research. L.KL.9–10.2.C: Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression RI.AA.9–10.7: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. W.WR.9–10.5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple
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6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies. 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to the global economy. 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.			sources on the subject, demonstrating understanding of the subject under investigation. <u>Science</u> HS-LS2.8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. <u>Math</u> HSS-IC.B.6: Evaluate reports based on data.
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			S.Cl. 2: Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.
Vertical Integration			
Prior Learning New Jersey Student Learning Standards: 6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide. 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. 6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in		Future Learning New Jersey Student Learning Standards: 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources). 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period	

political boundaries in Europe pre- and post-WWI. 6.2.12.GeoSV.4.b: Determine how geography impacted military strategies and major turning points during World War II. 6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East. 6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. 6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I. 6.2.12.HistoryCC.4.b: 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.HistoryCC.4.c: 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.	6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers
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6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”

6.2.12.HistoryCC.4.h: 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.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. 6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. 6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics. 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.			
Established Goal Aligned with the goals of understanding the complex and interconnected challenges of the modern world, students will analyze primary and secondary sources related to contemporary global issues. They will examine how factors such as population growth, migration, economic development,	<i>Meaning</i>		
	ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
	The Role and Effectiveness of International Organizations in Promoting Global Peace and Human Rights Understanding how the United Nations functions to protect human rights, mediate conflicts, and ensure peace reveals the complexities of international diplomacy and the challenges faced in achieving global security and justice. Evaluating the effectiveness of these efforts involves		1. <i>How does the structure of the United Nations impact its ability to address global conflicts and</i>

environmental sustainability, and the rise of digital technology shape current geopolitical, economic, and social dynamics. By investigating the causes, events, and consequences of these issues, students will interpret the impact on international relations, global governance, and human rights. Engaging in historical inquiry and critical analysis, students will develop skills in evaluating the effectiveness of multinational organizations and government policies in addressing global challenges. They will assess the interplay between national sovereignty and global priorities, particularly in the context of economic development, environmental sustainability, and human rights. Through evidence-based arguments, students will explore how these tensions influence global decision-making and the responses of various stakeholders, including governments,	analyzing their successes, limitations, and areas for improvement. The Evolution of Human Rights Protections and Their Global Impact Assessing progress in human and civil rights since the adoption of the Universal Declaration of Human Rights illustrates how global norms and standards have evolved. It involves examining both advances and ongoing challenges in securing rights for all people worldwide and understanding the implications for international human rights practices. The Influence of Geography and Ideology on Global Conflicts and Cooperation Exploring how geography and political ideologies shape global events helps in understanding the dynamics of conflicts and cooperation between nations. This includes evaluating the impact of geographical factors on historical and contemporary struggles, such as post-independence tensions in South Asia, the Cold War, and the geopolitical strategies of major powers like the Soviet Union and the United States.	<i>human rights issues?</i> 2. <i>What are the primary goals of the United Nations, and to what extent has the organization achieved these goals?</i> 3. <i>How effective has the United Nations been in mediating international conflicts and ensuring global peace?</i> 4. <i>In what ways has the Universal Declaration of Human Rights influenced global human rights protections since its adoption?</i> 5. <i>What progress has been made in the protection of human and civil rights around the world, and what</i>
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international organizations, and

non-governmental entities. Students will also examine the role of technological advancements, particularly the Internet and social media, in shaping the global economy and influencing social and political movements. By analyzing the rise of digital technology, students will understand its impact on economic activities, communication, and the spread of information, as well as its potential to both bridge and widen global inequalities. Through written essays, debates, and multimedia projects, students will communicate their findings, demonstrating their ability to apply historical knowledge and critical thinking skills to understand the complexities of contemporary global issues. They will evaluate the effectiveness of responses to these challenges, from economic policies and environmental initiatives to humanitarian efforts		<i>challenges remain?</i> 6. <i>How did World War II influence the global movement towards self-determination and the quest for independence among colonized nations?</i> 7. <i>What were the different methods used by African and Asian countries to achieve independence, and how did these methods reflect their unique historical and cultural contexts?</i> 8. <i>How has migration affected the social, economic, and political structures of both the country of origin and the new country?</i>
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and conflict resolution strategies. Ultimately, students will gain a deeper understanding of how contemporary issues in the modern world influence global stability, human rights, and international cooperation, preparing them to critically engage with the ongoing challenges of the 21st century.		9. <i>What are the key factors contributing to post-independence struggles in South Asia, such as the partition of the subcontinent and tensions over Kashmir?</i> 10. <i>How did geographic and economic factors influence the expansion and protection of spheres of influence by the Soviet Union and the United States during the Cold War?</i> 11. <i>What are the key differences between free market capitalism, Western European democratic socialism, and Soviet communism, and how have these systems influenced</i>
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		<i>global politics?</i> 12. <i>What were the reasons for the growth of communism in China, and what were the consequences of its shift toward a market economy?</i> 13. <i>How does the petroleum industry impact global politics, the economy, and the environment?</i> 14. <i>What were the main causes of the Cold War, and how did its outcome affect national boundaries in Eastern Europe and Asia?</i> 15. <i>How have boundary disputes and limited natural resources contributed to conflicts around the world, and</i>
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		<i>what solutions have been proposed to address these issues?</i>
	Acquisition	
	SWBAT: 1. Analyze the United Nations' structure and its primary goals. 2. Evaluate the effectiveness of the United Nations in protecting human rights. 3. Assess the United Nations' role in mediating international conflicts. 4. Review the Universal Declaration of Human Rights and its global impact. 5. Investigate progress in global human and civil rights protections. 6. Explore how World War II influenced the pursuit of independence in colonized nations. 7. Compare methods used by African and Asian countries to achieve independence. 8. Examine the impact of migration on both origin and destination countries. 9. Analyze the factors contributing to post-independence struggles in South Asia. 10. Evaluate how geography influenced Cold War strategies of the Soviet Union and the United States. 11. Compare and contrast economic systems: free market capitalism, Western European democratic socialism, and Soviet communism. 12. Examine the reasons behind the growth of communism in China and its shift towards a market economy.	

	13. Analyze the role of the petroleum industry in global politics and economics. 14. Investigate the causes and consequences of the Cold War. 15. Explore how boundary disputes and limited natural resources contribute to global conflicts.
Stage 2 Evidence	
Evaluative Criteria	<u>Assessment Evidence</u>
Rubric Generic 5-Point Rubric for World History Performance Tasks 1. Content Knowledge and Understanding (40 points) • 5: Demonstrates exceptional understanding with accurate and detailed content; fully addresses all aspects of the assignment. • 4: Demonstrates strong understanding with mostly accurate content; addresses most aspects of the assignment. • 3: Demonstrates adequate understanding with generally	Performance Task(s): 1. Participate in a simulation where students role-play as UN peacekeepers tasked with resolving a fictional international conflict. They must develop strategies and present their plans to the class. 2. Organize a debate on the effectiveness of the UN's efforts in protecting human rights, using evidence from case studies and UN reports to support arguments. 3. Conduct a research project on a specific country's path to independence post-World War II, focusing on either an African or Asian nation. Present findings in a multimedia presentation. 4. Create a detailed report on how recent migration patterns have affected both the country of origin and the destination country, including social, economic, and political impacts. 5. Design a map that illustrates the geopolitical strategies of the Soviet Union and the United States during the Cold War, including key events and strategic locations. 6. Write an essay comparing free market capitalism, Western European democratic socialism, and Soviet communism, discussing their characteristics and global impacts.

accurate content; addresses key aspects of the assignment. • 2: Demonstrates limited understanding with some inaccuracies; addresses few aspects of the assignment. • 1: Demonstrates poor understanding with significant inaccuracies; fails to address the assignment effectively. 2. Research and Use of Evidence (20 points) 3. Critical Thinking and Analysis (20 points) 4. Organization and Clarity (10 points) 5. Presentation and Creativity (10 points) Other Rubrics Peer Feedback Rubric Student Self Assessment Rubric Baseline Rubric Mock Trial Resources and Rubric Research Paper Rubric Sample	7. Prepare a presentation analyzing the shift from communism to a market economy in China, including key policies, economic reforms, and their effects on global trade. 8. Develop a case study on the influence of the petroleum industry on a specific region's politics and economy, including its environmental impact. 9. Create an analytical report on the causes and consequences of the Cold War, including its impact on national boundaries and international relations. 10. Role-play a negotiation session where students represent different countries involved in a boundary dispute. They must work towards a resolution while considering historical, cultural, and resource-based factors. Summative Assessments • Topic/Chapter Assessments (tests, quizzes, etc) • Unit/Topic Projects • Research Papers and Essays • DBQs • Mid Point Assessment • End of unit assessment Benchmarks • Peer Feedback • Student Self Assessments • Note Taking Assignments including the use of graphic organizers • Student responses to Do Now's • Exit Tickets Formative Assessment and Other Evidence • Daily reading assignments • Graphic organizers and note taking assignments
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	• Mapping and Geographical skill assignments • Venn Diagrams • DBQs • Student centered presentations • Primary Source Readings and Analysis • Readings with comprehension, critical thinking, and analysis questions • Student led Discussions • Online assignments • Peer Feedback • Student Self Assessments
Stage 3 Learning Plan	
Materials and Resources • Core Instructional Materials 1. World History Interactive - Textbook ▪ Gaynor Ellis, Elizabeth, et al. <i>US History Interactive</i>. Savvas Learning, 2022. • Supplemental Instructional Materials (May include, but not be limited to): 1. Digital Public Library of America: Primary Source Sets - https://dp.la/primary-source-sets 2. NJ Amistad Commission Curricular Units - http://www.njamistadcurriculum.net/history/units 3. Digital History - http://www.digitalhistory.uh.edu/ 4. Stanford History Education Group: Reading Like a Historian - https://sheg.stanford.edu/rh 5. Stanford History Education Group: Beyond the Bubble - https://beyondthebubble.stanford.edu/ 6. AP Central – World History: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/228636.html 7. Khan Academy – World History Project: https://www.khanacademy.org/humanities/whp-origins • ELA Resources	

1. **The Kite Runner** by Khaled Hosseini
2. **Animal Farm** by George Orwell
3. **Persepolis** by Marjane Satrapi
4. **"Freakonomics: A Rogue Economist Explores the Hidden Side of Everything"** by Steven D. Levitt and Stephen J. Dubner
5. **Long Walk to Freedom** - Nelson Mandela

- **Other Resources**

1. Encyclopedia Britannica - <https://www.britannica.com/>
2. History Channel - <https://www.history.com/>
3. British Museum- <https://www.britishmuseum.org/>
4. The Palace of Versailles - <https://en.chateauversailles.fr/>
5. The Imperial War Museum of London - <https://www.iwm.org.uk/>
6. The Metropolitan Museum of Art - <https://www.metmuseum.org/>
7. Timeline Documentary: Nelson Mandela- <https://www.youtube.com/watch?v=Rk-Lxgp9NWg>
8. Global Terrorism Index 2020- <https://www.youtube.com/watch?v=GdTipHHpeVc>
9. UN Support for Sustainable Development and Climate Action <https://www.un.org/en/our-work/support-sustainable-development-and-climate-action>
10. UN Human Rights Project - <https://www.un.org/en/our-work/protect-human-rights>

Meeting the Needs of Students

Overview of Accommodations and Modifications

Students with Special Needs	MLLs	Students at Risk of School Failure	Gifted and Talented Students
1. 504 accommodations and IEP modifications	• Bilingual Glossaries and Dictionaries: Provide bilingual resources to support vocabulary	• The Historical Events Mapping Project is a remediation activity	• The Comparative Historical Analysis Essay is an extension

are provided as required. 2. All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to: • Graphic Organizers • Chunked Readings • Layered Curriculum/Tiered Assignments • Academic Games to practice skills and deepen understanding of topics • Think-Pair-Share Activities • Stations and Learning Centers • Utilizing Pre-tests to reteach complex content before summative assessments	comprehension . • Translated Materials: Offer key documents and instructions in students' native languages. • Simplified Language: Use straightforward language for instructions and explanations. • Visual Supports: Incorporate maps, charts, and images to aid understanding. • Graphic Organizers: Utilize tools like timelines and flowcharts to help organize information. • Chunking Information: Break down complex texts and tasks into smaller parts. • Pre-teaching Vocabulary: Introduce key terms before	designed to help at-risk students in World History (Grades 9-12) understand key historical events through the creation of a visual and interactive timeline. Students research, organize, and present their findings, incorporating visual aids and summaries to highlight the significance of each event. This activity provides guided templates, step-by-step instructions, checkpoints, and additional resources to support student success.	activity for gifted and talented World History students (Grades 9-12) that involves selecting and researching two significant historical events or periods for a detailed comparative analysis. Students write an essay comparing and contrasting the events, focusing on their causes, outcomes, and impacts on modern society, and then present their findings to the class. This activity fosters advanced research, writing, and critical thinking skills.
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• Providing additional resources for independent study (videos, study guides, teacher notes, web-based)	lessons to build background knowledge. • Interactive Learning: Use strategies like Think-Pair-Share and group work to encourage collaboration. • Technology Integration: Incorporate language learning apps and multimedia resources. • Alternative Assessments: Offer varied assessment formats and provide extended time.		
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