## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATEMENT OF PURPOSE</td>
<td>3</td>
</tr>
<tr>
<td>THE LIVING CURRICULUM</td>
<td>4</td>
</tr>
<tr>
<td>AFFIRMATIVE ACTION</td>
<td>4</td>
</tr>
<tr>
<td>GENERAL GOALS</td>
<td>5</td>
</tr>
<tr>
<td>EVALUATION/ASSESSMENT</td>
<td>8</td>
</tr>
<tr>
<td>GRADING PROCEDURES</td>
<td>8</td>
</tr>
<tr>
<td>BENCHMARK ASSESSMENTS</td>
<td></td>
</tr>
<tr>
<td>MODIFICATIONS AND ADAPTATIONS</td>
<td>11</td>
</tr>
<tr>
<td>COURSE PROFICIENCIES</td>
<td>12</td>
</tr>
<tr>
<td>I. RENEWAL AND CHANGE (15TH - 16TH CENTURIES) – SUGGESTED TIMEFRAMES</td>
<td>14</td>
</tr>
<tr>
<td>II. NEW ECONOMIC AND POLITICAL INSTITUTIONS (16TH – 19TH CENTURY) –</td>
<td>18</td>
</tr>
<tr>
<td>SUGGESTED TIMEFRAME: 45 DAYS</td>
<td></td>
</tr>
<tr>
<td>III. STRUGGLE FOR WESTERN SUPREMACY (1850 – 1914) – SUGGESTED TIMEFRAME – 25 DAYS</td>
<td>23</td>
</tr>
<tr>
<td>IV. THE WORLD IN TURMOIL (1914 – 1945) – SUGGESTED TIMEFRAME – 10 DAYS</td>
<td>25</td>
</tr>
<tr>
<td>V. A DIVIDED WORLD: THE COLD WAR (20TH CENTURY) – SUGGESTED TIMEFRAME – 10 DAYS</td>
<td>29</td>
</tr>
<tr>
<td>VI. A NEW WORLD ORDER (21ST CENTURY) – SUGGESTED TIMEFRAME – 30 DAYS</td>
<td>32</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>37</td>
</tr>
<tr>
<td>APPENDIX A SAMPLE AUTHENTIC ASSESSMENT</td>
<td>41</td>
</tr>
<tr>
<td>Sample Authentic Assessment</td>
<td>42</td>
</tr>
<tr>
<td>AUTHENTIC ASSESSMENT RUBRIC</td>
<td>43</td>
</tr>
<tr>
<td>APPENDIX B NEW JERSEY STUDENT LEARNING STANDARDS</td>
<td>46</td>
</tr>
</tbody>
</table>
STATEMENT OF PURPOSE

The World History Honors curriculum is designed to provide Grade 9 students with a rigorous and challenging approach to the study of the political, social, economic, and cultural traditions of the world from the Renaissance period through modern world history. Students will examine primary and secondary sources, conduct research, compare historical narratives, and use critical thinking skills to interpret historical events. Literacy skills will be utilized extensively along with oral communication skills. Students will be encouraged to make relevant connections between the past and the present.

On-going assessments were designed to improve literacy skills that are vital to the Partnership for Assessment of Readiness for College and Careers (PARCC) as well as afford students an opportunity to take a hands on approach to learning. These assessments will be evaluated using specified criteria that require rigorous application by the student demonstrating learning and understanding of historical events. Requirements include summer reading, integrative essays, and position and research papers. Additional readings, which include substantial primary and secondary source evaluation and analysis, will be used to enhance the curricula. The honors course is also designed to prepare students for the Pre-Advanced Placement program in United States History, with an emphasis on document analysis, thesis and argument development, and critical reading. These activities will be differentiated based upon their needs and at the discretion of the teacher.

The revised curriculum aligns with the 2014 New Jersey Student Learning Standards for Social Studies, English Language Arts, Technology, and 21st Century Life and Careers.
THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.
<table>
<thead>
<tr>
<th>UNIT</th>
<th>ESSENTIAL QUESTIONS</th>
<th>ENDURING UNDERSTANDINGS</th>
<th>STANDARDS</th>
</tr>
</thead>
</table>
| Unit I – A Renewal and Change in Europe (15th -16th Century) – 45 days |  □ How and why did the world change after 1492?  
□ What was the significance of the economic, political, and cultural interrelations among peoples of Africa, Europe, Asia and the Americas, 1500-1750? | □ The interrelations among people of the world occurred with much greater frequency and impact.  
□ Large Eurasian empires were possible due to the military power and surplus of money provided by the military and fiscal revolution.  
□ The encounters between Africans, Asians, the Americas and Europeans were not equally beneficial.  
□ Europe was transformed through changes in religious theory, increasing military power, and scientific thinking. | 6.2  
8.1  
RH.9-10  
WHST.9-10 |
| Unit II – New Economic and Political Institutions (16th-19th Century) – 45 days |  □ How did new ideas and technology change the world?  
□ What were the social consequences of the new industrialism for the working classes? | □ The agricultural and industrial revolutions changed the distribution of wealth and poverty in the world.  
The industrial revolution created important demographic, political, and social changes, including the eventual death of the cottage industries. | 6.2  
8.1  
RH.9-10  
WHST.9-10 |
<table>
<thead>
<tr>
<th>UNIT</th>
<th>ESSENTIAL QUESTIONS</th>
<th>ENDURING UNDERSTANDINGS</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit IV – The World in Turmoil (1914-1945) – 25 Days</td>
<td>☐ How did the post WWI era lead to the rise of new political philosophies and conflict? ☐ How did WWI and the ensuing peace treaties change the political structure of Europe and the European Economy? What strengths and weaknesses characterized the Treaty of Versailles?</td>
<td>☐ Twentieth century conflicts were caused by the complicated interaction of economics, alliances, nationalism and imperialism. ☐ Military technology changed considerably during WWI. ☐ Although the Treaty of Versailles ended WWI, flaws in the treaty set the stage for the coming of WWII. ☐ Communism and Fascism are vastly different systems, even though they appear alike at first glance.</td>
<td>6.2 8.1 RH.9-10 WHST.9-10</td>
</tr>
<tr>
<td>Unit V – A Divided World: The Cold War (1945-1989) – 10 days</td>
<td>☐ How do the political, economic, and social differences among western eastern nations impact the world? ☐ What were the steps in the outbreak and development of the Cold War, &amp; what led to confrontation and conflict between the USSR &amp; the West? ☐ To what extent were cold war tensions reflected in Europe and the United States socially, culturally, and artistically?</td>
<td>☐ The Cold War resulted from a variety of conflicts between the US and USSR which began even before WWII was finished. ☐ The Cold War created cultural and social turbulence in Europe. ☐ Cold War tensions eventually led both Eastern and Western Europeans to seek ways to separate themselves from the influence of the superpowers. ☐ The existence of nuclear weapons added a new dimension to post-war conflicts and diplomacy.</td>
<td>6.2 8.1 RH.9-10 WHST.9-10</td>
</tr>
<tr>
<td>How can the inhabitants of the world meet the challenges of a global community? How has terrorism affected the world? Why does Genocide continue to occur throughout the world?</td>
<td>Terrorism is a tool used by various people to try and bring about change. One man’s freedom fighter is another man’s terrorist. Genocides are avoidable. Each event was the result of government decisions, compliance of citizens, and the lack of interference from other nations. Genocides bring out the very best (e.g., sacrifice to help the suffering of humanity) and the very worst of humanity, (e.g., no reaction to the suffering of humanity).</td>
<td>6.2 6.3 8.1 RH.9-10 WHST.9-10</td>
<td></td>
</tr>
</tbody>
</table>

Unit VI – A New World Order (21st Century) – 30 days
EVALUATION/ASSESSMENT

Social Studies Grading Procedures
Grades 9-12

<table>
<thead>
<tr>
<th>Substantial assessments</th>
<th>Daily (short-term) assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>30%</td>
</tr>
</tbody>
</table>

May include, but not limited to, the following:

- Tests, Exams
- Long-term projects
- Extended written assessments

May include, but not limited to, the following:

- Quizzes
- Homework
- Classwork

These categories may include a variety of assessments suitable for all learners.

GRADING PROCEDURES
<table>
<thead>
<tr>
<th>Full Year Course</th>
<th>Quarterly Exams</th>
</tr>
</thead>
</table>
| Each marking period shall count as 20% of the final grade | • Quarterly exams shall count as 4% in marking periods 1 and 3  
• Quarterly exams shall count as 6% in marking periods 2 and 4 |
BENCHMARK ASSESSMENTS

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. *Special Note: Only final exams are administered at the end of quarter courses and semester courses.
MODIFICATIONS AND ADAPTATIONS

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.
COURSE PROFICIENCIES

Course: SST114  Title: World History Honors – Grade 9

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

1. analyze the geographical & political boundaries of the world in the 15th century.
2. identify & describe the political, social, & economic characteristics of the significant dynasties and empires of the world at the time; East Asia – China, Japan, Korea, India, Southwest Asia, Persia, Ottoman, Africa, Europe, the Americas.
3. assess the changes the Renaissance & Reformation had on Europeans’ world view.
4. analyze the importance of the individual and the changes brought about in the Renaissance.
5. assess the cultural diffusion that occurred between Europeans, Africans, Asians, and Americans as a result of exploration and colonization.
6. evaluate the political and economic impact of exploration & colonization on Europe, Africa, Asia, and the Americas.
7. evaluate the religious and cultural changes on the world as the result of Renaissance & Exploration.
8. examine how the Scientific Revolution & Enlightenment altered Europe’s world view and political structure.
9. evaluate Revolution as a means for inducing change.
10. compare & contrast significant political revolutions during the 16th – 19th Centuries.
11. examine how industrialization in Europe challenged traditional agrarian values.
12. analyze the inherent factors necessary for the emergence of industrial areas.
13. evaluate the beneficial & detrimental effects of the Industrial Revolution on the world.
14. explain how nationalism can lead to the rise & decline of nation states.
15. analyze the way various advances enabled one nation to dominate another.
16. define imperialism and compare and contrast its impact through the 16 – 20th Centuries.
17. analyze the impact of imperialism on the occupied nation and the occupying nation.

**Proficiencies (continued)**

18. describe the political and ideological philosophies that impacted the 20th Century, including fascism & communism/socialism both politically, socially, and economically.
19. identify the causes and effects of WWI and WWII.
20. evaluate the impact that WWI and WWII had on the world.
21. identify the role geography played before, during, and after WWI and WWII both politically and militarily.
22. analyze the impact of technology (communication, transportation, weaponry) and propaganda during WWI and WWII.
23. identify how women’s roles changed in the post war era.
24. analyze the political, social, and economic outcomes of WWII, leading to and during the Cold War.
25. analyze the impact of communism in various areas of the world; Europe, Asia, Latin America.
26. judge the effectiveness of the transition from colonized to independent nations: Middle East, Africa, and Asia.
27. analyze the rise of modern nation states in Asia including China, Japan, and Korea.
28. compare and identify the rise of nationalism and the inspirational leaders associated with the movement in China, Turkey, and India.
29. describe the political, social, and economic outcomes of post WWII Latin America.
30. analyze the impact of the creation and existence of Israel in world geo-politics.
31. compare and contrast free market capitalism, western European democratic socialism, and Soviet communism.
32. assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
33. demonstrate the effects of technology, communication, and global interactions on the individual and our perception of humaneness.
34. describe historical examples of prejudice and genocide based on religious and cultural differences (i.e. Bosnia, Africa, Europe, Middle East, Asia).
35. 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 of all involved.
36. evaluate the impact of terrorism on the world stability and the prospect of peace.
37. examine and describe the various ways the world leaders have dealt with terrorism.
38. analyze the trends in the direction of a global economy and culture.
39. analyze and discuss current global problems.

I. **RENEWAL AND CHANGE (15th–16th CENTURIES) – SUGGESTED TIMEFRAMES – 45 DAYS**

**Essential Questions:**

How and why did the world change after 1492? What was the significance of the economic, political, and cultural interrelations among peoples of Africa, Europe, Asia and the Americas, 1500-1750?
Enduring Understandings: The interrelations among people of the world occurred with much greater frequency and impact. Large Eurasian empires were possible due to the military power and surplus of money provided by the military and fiscal revolution. The encounters between Africans, Asians, the Americas and Europeans were not equally beneficial. Europe was transformed through changes in religious theory, increasing military power, and scientific thinking.

### RENEWAL AND CHANGE (15TH-16TH CENTURIES)

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. identify and describe the political, social, and economic characteristics of the significant dynasties and empires of the world at the time: East Asia – China, Japan, Korea; Southwest Asia – India, Persia, Ottoman; Africa; Europe; The Americas. (1, 2) | 6.2.12.C.1.a 6.2.12.A.1.a 6.2.12.C.1.b 6.2.12.C.1.c 6.2.12.C.1.e 6.2.12.C.1.d RH.9-10.2 WHST.9-10.1-10 | • analyze the geographical and political boundaries of the world in the 15th century through the use the Internet and various programs and apps to identify the geographical and political boundaries of the world.  
• in an Art Coffee-House activity, analyze techniques and styles of artwork and follow up with a creative story about the piece.  
• answer the following in an essay: which dynasty/empire do you feel made the most significant contributions? East Asia, Southwest Asia, Africa, Europe, or the Americas? Explain your answer. | Teacher observation  
2. assess the changes the Renaissance and Reformation had on Europe’s world view. (3)

- Students create a Facebook page for various Renaissance men and their contributions reflected change of the time period.
- answer the following in a journal: What impact did the Renaissance and Reformation have on Europe’s world view and politics?

**RENEWAL AND CHANGE (15TH - 16TH CENTURIES)**

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Continued</td>
<td>• use the Internet to examine art work which illustrates new techniques of the Renaissance and compare to that of Middle Ages and create a short video using Movie-maker or I-Movie®.</td>
<td>Movie-maker or IMovie® presentation of art work, its relevance to time period and its impact on other artists</td>
<td>Teacher observation of analysis and class discussion</td>
<td>Students may use their iPad and multimedia resources, including the Internet, for research</td>
</tr>
<tr>
<td></td>
<td>• Using the interactive textbook use the 95-Theses primary source to define vocabulary that decodes the context clues on each theses (PARCC).</td>
<td>Completed vocabulary list</td>
<td>Teacher observation</td>
<td>Refer to sample PARCC activities on SharePoint in social studies section</td>
</tr>
</tbody>
</table>
3. analyze the importance of the individual and the changes brought about in the Renaissance. (4)

|--------------|--------------|--------------|--------------|------------|---------------|

- participate in class discussion evaluating the reasons why the Renaissance began in Italy.
- participate in a gallery walk of Renaissance art and identify influences from Eastern and Greek and Roman cultures.
- answer the following in an essay: is Martin Luther a revolutionary or a reformer, explain?

4. assess the cultural diffusion that occurred between Europeans, Africans, Asians, and Americans as a result of exploration and colonization. (5)

|--------------|--------------|-----------|

- participate in a Jigsaw activity to identify and analyze different countries motives for and impact of exploration.
- answer the following question for homework: Which economic system do you think was more fiscally responsible for a country a barter system or a monetary system

5. evaluate the political and economic impact of exploration and colonization on Europe, Africa, Asia and the Americas. (6)

|--------------|--------------|--------------|-----------|----------------|-----------|-----------|

- answer the following question for homework: Which economic system do you think was more fiscally responsible for a country a barter system or a monetary system

**RENEWAL AND CHANGE (15TH - 16TH CENTURIES)**

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION / ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher observation and monitoring
Teacher-created rubric
Peer evaluation

Teacher observation and monitoring

Teacher-created rubric

Completed journal entry and peer evaluation

Students may use their iPad and multimedia resources, including the Internet, for research
II. NEW ECONOMIC AND POLITICAL INSTITUTIONS (16TH – 19TH CENTURY) – SUGGESTED TIMEFRAME: 45 DAYS

Essential Questions: How did new ideas and technology change the world? How did new ideas and technology change the world? What were the social consequences of the new industrialism for the working classes?
**Enduring Understandings:**

The agricultural and industrial revolutions changed the distribution of wealth and poverty in the world. The industrial revolution created important demographic, political, and social changes, including the eventual death of the cottage industries.

### NEW ECONOMIC AND POLITICAL INSTITUTIONS (16<sup>TH</sup> – 19<sup>TH</sup> CENTURY)

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 7. examine how the Scientific Revolution and Enlightenment altered Europe’s world view and political structure. (8) | 6.2.12.A.2.a 6.2.12.A.2.b 6.2.12.A.2.c RH.9-10.5 8.1.12.E.2 | • in written form, outline the views of significant Enlightenment thinkers such as Voltaire, Locke, Montesquieu, Rousseau, and Wollstonecraft and compare the impact each had on the American and French revolutionaries (PARCC)  
• “write an inductee speech into the Science Hall of Fame.” | Teacher observation of student analysis  
Completed outline | Teacher –created rubric  
Students may use their iPad and multimedia resources, including the Internet, for research |
9. compare and contrast significant political revolutions during the 16th–19th centuries. (10)

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION / ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
<td></td>
<td>Teacher –created rubric</td>
<td>Students may use their iPad and multimedia resources, including the Internet, for research</td>
</tr>
<tr>
<td>9. Continued</td>
<td></td>
<td>• read and research various sources to create a multimedia presentation that will compare and contrast the different political revolutions.</td>
<td>Movie analysis charts and summaries</td>
<td>Teacher –created rubric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• view segments of the History Channel’s <em>The French Revolution</em> and determine the cause and effects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• answer the following in an essay: What effects did the French Revolution have on Europe and the World?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• participate in a meeting of the Estates General – Are you a moderate, radical or loyal to the crown?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• write a letter to an absolute monarch explaining why this system is best or needs to be abolished.</td>
<td>Teacher-created rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• create a political cartoon depicting an event from the French Revolution.</td>
<td>Teacher-created rubric</td>
<td></td>
</tr>
</tbody>
</table>
10. examine how industrialization in Europe challenged traditional agrarian values. (11)

- Using the interactive textbook use the *Communist Manifesto* document to identify the structure of each paragraph (Evidence, Conclusion, Transitional Paragraph) to answer the prompt - “What are the effects of modern industry and the factory system?” (PARCC)
- answer the following in a journal entry: How did industrialization affect European agriculture?

11. analyze the inherent factors necessary for the emergence of industrial areas. (12)

- create a PowerPoint® or Prezi presentation examining absolute monarchs and/or Enlightenment thinkers and how their actions lead to the emergence of industry.
- answer the following in an essay: what factors led to the industrialization of Europe?

---

**NEW ECONOMIC AND POLITICAL INSTITUTIONS (16TH – 19TH CENTURY)**

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 12. evaluate the beneficial and detrimental effects of the Industrial Revolution on the world. (13) | - Using primary sources from both factory workers and factory owners - split the class into workers and owners and debate the benefits and problems of child labor.  
- Create a presentation detailing the “then and now” of industrialization. | Teacher-created rubric  
Written analysis  
Teacher-created rubric |
III.  STRUGGLE FOR WESTERN SUPREMACY (1850 – 1914) – SUGGESTED TIMEFRAME – 25 DAYS

Essential Questions: How does the development of nationalism impact people, nations, and empires? How did imperialism affect the cultural, social, political, and economic climate of societies?

Enduring Understandings: Imperialism transforms the political, economic, and cultural systems of both imperial countries and those colonized. Nationalism unifies some nations and devastates others.

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
</table>
• research and write an essay outlining reasons for and the effects of imperialism in Africa, Asia, Latin America, and the Middle East.  
• Using primary and secondary sources compare and contrast the process of unification for Germany and Italy. (PARCC) | Teacher-created rubric  
Teacher-created rubric | Refer to Facts on File for sources and textbook cd Utilize research simulation approach |
14. analyze the ways various advances enabled one nation to dominate another. (15)  

6.2.12.B.1.a  
6.2.12.B.1.b  
6.2.12.C.1.a  
6.2.12.C.1.b  
6.2.12.C.1.c  
6.2.12.C.1.d  
6.2.12.C.1.e  
6.2.12.D.1.a  
6.2.12.D.1.b  
6.2.12.D.1.c  
6.2.12.D.1.d  
6.2.12.D.1.e  
6.2.12.D.1.f  
RH.9-10.8  
8.1.12.E.2  

- participate in a class debate on whether a powerful nation has the right to colonize the weaker nation.  

Teacher-created rubric  

Students may use their iPad and multimedia resources, including the Internet, for research

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION / ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STRUGGLE FOR WESTERN SUPREMACY (1850 – 1914)**
• write a speech which advocates the independence of nations during the 1840s. | Teacher-created rubric  
Teacher-created rubric  
Peer evaluation |
Teacher-created rubric  
Students may use their iPad and multimedia resources, including the Internet, for research |

---

**IV. THE WORLD IN TURMOIL (1914 – 1945) – SUGGESTED TIMEFRAME – 10 DAYS**

**Essential Questions:** How did the post WWI era lead to the rise of new political philosophies and conflict? How did WWI and the ensuing peace treaties change the political structure of Europe and the European Economy? What strengths and weaknesses characterized the Treaty of Versailles?

**Enduring Understandings:** Twentieth century conflicts were caused by the complicated interaction of economics, alliances, nationalism and imperialism. Military technology changed considerably during WWI. Although the Treaty of Versailles ended WWI, flaws in the treaty set the stage for the coming of WWII.
# THE WORLD IN TURMOIL (1914 – 1945)

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 17. describe the political and ideological philosophies that impacted the 20th century including fascism and communism/socialism both politically, culturally, and economically. (18) | 6.2.12.A.4.a 6.2.12.D.4.h 6.2.12.C.4.a RH.9-10.1 RH.9-10.2 RH.9-10.4 WHST.9-10.1-5, 7-10 8.1.12.E.2 8.1.12.A.5 | • research and complete a DBQ based on the political and ideological philosophies that impacted the 20th century (Follow research simulation method).  
• research and debate on what caused many European nations to fall to totalitarianism - and how totalitarian governments differ from constitutional governments. | Completed timeline  
Teacher-created rubric  
Teacher-created rubric  
Written response | Students may use their iPad and multimedia resources, including the Internet, for research |
• complete research and graphic organizer highlighting the causes and effects of both wars.  
• assess the provisions of the armistice and in a journal entry: Analyze differences between the two sides regarding those provisions.  
• conduct a simulation activity to create a new Treaty of Versailles with representatives from the U.S., Great Britain, France and Italy - but also add Germany and the Soviet Union. | Written analysis  
Completed graphic organizer  
Written response  
Teacher-created rubric  
Teacher observation and monitoring of analytical and persuasive skills | Students may use their iPad and multimedia resources, including the Internet, for research  
Use multiple resources from each country’s role in the war and analyze the condition they were left in |
<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION / ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>6.2.12.D.4.j 6.2.12.B.4.d 6.2.12.D.4.f 6.2.12.D.4.k 6.2.12.D.4.l RH.9-10.5</td>
<td>19. evaluate the impact that WWI and WWII had on the world. (20)  • create a map to highlight and analyze geographical change in the post-war world.  • research and compare how countries rebounded from their involvement in both wars geographically, culturally, and politically.  • answer the following homework prompt: What motivation did imperialized nations have to fight for their parent country in war?  • assess the economic impact of both wars on the various European economies through written response or class discussion.</td>
<td>Teacher observation and monitoring of map skills  Student-centered discussion  Written response</td>
<td></td>
</tr>
<tr>
<td>20. Identify the role geography played before, during, and after WWI and WWII both politically and militarily. (21)  • using a map, highlight the non-European countries who were involved in the war, and analyze what made them become involved.  • using eyewitness accounts of WWII battles compare how geography and climate impacted those battles. (e.g. D-Day, Battle of the Bulge, Kasserine Pass)  • analyze the geography of Europe and the advantages Germany had to expand through class discussion.</td>
<td>6.2.12.B.4.a 6.2.12.B.4.b 6.2.12.B.4.c RH.9-10.6 8.1.12.E.2 8.1.12.A.5</td>
<td>Teacher observation  Teacher-created rubric  Teacher observation</td>
<td>Use interactive map with textbook</td>
<td></td>
</tr>
</tbody>
</table>
21. analyze the impact of
technology (communication,
transportation, weaponry) and
propaganda during WWI and
WWII. (22)

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THE WORLD IN TURMOIL (1914 – 1945)**

- Students will:
  - create a propaganda war poster for WWII on the rise of various authoritarian regimes and utilize the gallery walk method for peer and teacher evaluation.
  - track the evolution of military technology from WWI to WWII and today and determine how this has impacted military action throughout time.
  - research and answer the following in a DBQ essay: What effect did technology have on the two world wars? (Follow research simulation activity method.)

- Scored using specified criteria and rubrics
- Presentation or written response
- Teacher-created rubrics

- Students may use their iPad and multimedia resources, including the Internet, for research
- Students may use their iPad and multimedia resources, including the Internet, for research
V. **A DIVIDED WORLD: THE COLD WAR (20TH CENTURY) – SUGGESTED TIMEFRAME – 10 DAYS**

**Essential Questions:**
How do the political, economic, and social differences among western and eastern nations impact the world? What were the steps in the outbreak and development of the Cold War, and what led to confrontation and conflict between the USSR and the West? To what extent were Cold War tensions reflected in Europe and the United States socially, culturally, and artistically?

**Enduring Understandings:**
The Cold War resulted from a variety of conflicts between the US and USSR which began even before WWII was finished. The Cold War created cultural and social turbulence in Europe. Cold War tensions eventually led both Eastern and Western Europeans to seek ways to separate themselves from the influence of the superpowers. The existence of nuclear weapons added a new dimension to post-war conflicts and diplomacy.

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. identify how women’s roles changed in the post-war era. (23)</td>
<td>6.2.12.D.4.j 6.2.12.D.5.d RH.9-10.4 8.1.A.F.1</td>
<td>research and create a multimedia presentation identifying the role of women in the post-war era in the U.S., Europe, and Asia.</td>
<td>Teacher-created rubric</td>
<td>Students may use their iPad and multimedia resources, including the Internet, for research</td>
</tr>
</tbody>
</table>
23. analyze the political, social, and economic outcomes of WWII leading to, and during, the Cold War. (24)

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.B.5.a 6.2.12.B.5.b 6.2.12.B.5.c 6.2.12.B.5.e 6.2.12.C.5.a 6.2.12.C.5.f RH.9-10.7 RH.9-10.5 8.1.12.F.1</td>
<td>create a map that highlights the new nations created in post-WWII and analyze the differences between those areas controlled by communism and those that were not.</td>
<td>Teacher monitoring of map skills Class discussion</td>
<td>Students may use their iPad and multimedia resources, including the Internet, for research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>participate in a class discussion that will evaluate the effectiveness of either of the following: NATO, the UN and the EU in this era. (Concluding statements can be written in a journal entry.)</td>
<td>Teaching monitoring and observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>research and analyze the conflicts that arose from boundary disputes post WWII.</td>
<td>Journal response</td>
<td></td>
</tr>
</tbody>
</table>

24. analyze the impact of communism in various areas of the world, Europe, Asia and Latin America. (25)

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>6.2.12.C.5.e 6.2.12.B.5.a RH.9-10.8 RH.9-10.10 WHST.9-10.110 8.1.A.F.1</td>
<td>using a Venn diagram, compare and contrast the ideas of communism between Mao and Lenin.</td>
<td>Completed Venn diagram</td>
<td>Students may use their iPad and multimedia resources, including the Internet, for research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>conduct research and answer the following in a DBQ: How did communism affect various areas of the world? (Research simulation activity)</td>
<td>Teacher-created rubric</td>
<td></td>
</tr>
</tbody>
</table>
• Create a digital presentation on significant leaders in each country’s independence movement. | Completed Venn diagram  
Teacher-created rubric | Students may use their iPad and multimedia resources, including the Internet, for research |
| 26. analyze the rise of modern nation states in Asia including China, Japan, and Korea. (27) | 6.2.12.D.5.a 6.2.12.B.5.d RH.9-10.7 | □ create a graphic organizer and bar graph showcasing various aspects and changes in population, economy, and government. | Teacher-created rubric | Students can use Keynote and / or Numbers to create graphs |
| 27. compare and identify the rise of nationalism and the inspirational leaders associated with the movement in China, Turkey, and India. (28) | 6.2.12.A.4.b 6.2.12.D.5.b RH.9-10.2 WHST.9-10.9 8.1.A.12.F.1 | • create an illustrated timeline highlighting how people and events led to the rise of nationalism in each country.  
• conduct a class debate using the prompt: How should oppressive rule be resisted - with violent or nonviolent action (Mao vs. Gandhi)?  
• in a journal like response, answer the following: How did WWI provide an atmosphere for political change in India and southwest Asia? | Teacher-created rubric  
Teacher observation  
Written response  
Peer evaluation | |
| 28. describe the political, social and economic outcomes of post-WWII Latin America. (29) | 6.2.12.D.5.a RH.9-10.4 WHST.9-10.110 | □ complete research and an essay focusing on the political, social, and economic outcomes for postWWII Latin America. | Teacher-created rubric | Students may use their iPad and multimedia resources, including the Internet, for research |

**A DIVIDED WORLD: THE COLD WAR (20TH CENTURY)**

| PROFICIENCY / OBJECTIVE | STANDARDS | SUGGESTED ACTIVITY | EVALUATION / ASSESSMENT | TEACHER NOTES |
The student will be able to:

29. analyze the impact of the creation and existence of Israel in world geo-politics. (30)

Students will:

- research and complete an essay on the impact the creation of Israel had on the world with a focus on world geography and politics.

Completed research guide
Teacher observation
Teacher-created rubric
Utilize the iPad to view various maps

30. compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism. (31)

- participate in a class debate where students provide specific evidence on which economic system is the most effective for a country.

- research and write a college letter of recommendation for either Lenin or Marx.

Teacher-created rubric and monitoring of analytical skills
Written response

31. assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives. (32)

- listen to the song, “We Didn’t Start the Fire,” and identify the global issues that existed during the Cold War time period.

- research and elaborate in written form on the idea of “brinkmanship” and how it lead to the increase of arms between the U.S. and USSR.

Teacher observation
Written response
Follow up by answering a PARCC-type question
http://www.parcconline.org/sites/parcc/files/Grade9SampleItemSet.pdf

VI. A NEW WORLD ORDER (21ST CENTURY) – SUGGESTED TIMEFRAME – 30 DAYS

Essential Questions: How can the inhabitants of the world meet the challenges of a global community? How has terrorism affected the world? Why does Genocide continue to occur throughout the world?

Enduring Understandings: Terrorism is a tool used by various people to try and bring about change. One man’s freedom fighter is another man’s terrorist. Genocides are avoidable. Each event was the result of government decisions, compliance of citizens, and the lack of interference from other nations. Genocides bring out the very best
(e.g., sacrifice to help the suffering of humanity) and the very worst of humanity, (e.g., no reaction to the suffering of humanity).

<table>
<thead>
<tr>
<th>A NEW WORLD ORDER (21ST CENTURY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFICIENCY / OBJECTIVE</td>
</tr>
<tr>
<td>The student will be able to:</td>
</tr>
<tr>
<td>32. demonstrate the effects of technology, communication, and global interactions on the individual and our perception of humaneness. (33)</td>
</tr>
<tr>
<td>33. describe historical examples of prejudice and genocide based on religious and cultural differences (i.e., Bosnia, Africa, Europe, Middle East, Asia). (34)</td>
</tr>
<tr>
<td>PROFICIENCY / OBJECTIVE</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>The student will be able to:</strong></td>
</tr>
<tr>
<td>36. describe the various ways the world leaders have dealt with terrorism. (37)</td>
</tr>
</tbody>
</table>
• analyze contemporary music’s reflection of global concerns and write an essay comparing and contrasting two songs of their choice.  
• survey where items in the classroom were made and map the locations to see how globalization has impacted the world economy. | Criteria on teacher-created guidelines/rubric  
Written lyrics and analysis  
Teacher-created guidelines and rubric |

### A NEW WORLD ORDER (21ST CENTURY)

<table>
<thead>
<tr>
<th>PROFICIENCY / OBJECTIVE</th>
<th>STANDARDS</th>
<th>SUGGESTED ACTIVITY</th>
<th>EVALUATION/ASSESSMENT</th>
<th>TEACHER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to:</td>
<td>Students will:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 37. Continued | • research and evaluate efforts of organizations aimed to solve social inequalities.  
• propose a new and more effective organization aimed at solving social inequalities. | Completed research packet  
Teacher-created rubric  
Peer evaluation | | |

• write an essay responding to the following: In your opinion, which leader has been most ineffective and why?  

• utilizing current events, compare and contrast how two countries are addressing the same social inequality. | Teacher-guided discussion  
Teacher-created rubric  
Teacher-created rubric |
BIBLIOGRAPHY

TEXTBOOKS

SOURCES
Crichton, Michael *Timeline*

PRIMARY & SECONDARY SOURCES
Lane, James W, Robert F. Miltner, Myrna J. Warren. The Center For Learning – Book II. 1992, USA.

RESOURCES Movies/DVD’s
Music

WEB SITES
Unit I – Renewal & Change (15th – 16th Centuries)

Asia/Africa/India Studies
http://www.fordham.edu/halsall/eastasia/eastasiasbook.html

Web Sites Unit I – Renewal & Change (15th – 16th Centuries) (continued)

Native American Studies
http://www.nmai.si.edu http://www.nmai.si.edu http://www.nmai.si.edu Medieval Period
Halsall, P. (January 8, 2000). Internet Medieval Sourcebook. 5/18/05, Online Reference Book for Medieval Studies; http://www.fordham.edu/halsall/sbook.html Renaissance/Exploration/Protestant Reformation
Halsall, P. (January 8, 2000). Internet Medieval Sourcebook. 5/18/05, Online Reference Book for Medieval Studies;
http://www.fordham.edu/halsall/sbook.html

African Slave Trade
http://www-sul.stanford.edu/depts/ssrg/africa/history/hislavery.html

Unit II – New Economic & Political Institutions (16th – 19th Century)

Scientific Revolution/Absolutism/French Revolution/Enlightenment/Industrial Revolution

Unit III – Struggle for Western Supremacy (1850 – 1914)

Nationalism/Imperialism


Unit IV – The World in Turmoil (1914 – 1945)

World War II

Political Cartoons

Unit V – A Divided World: The Cold War

Unit VI - A New World Order (The 21st Century)


General Information

Discovery Education - http://www.discoveryeducation.com/ (Streaming Plus)
PARCC samples https://www.parcconline.org/sites/parcc/files/Grade11SampleItems.pdf
PARCC reference -
APPENDIX A SAMPLE AUTHENTIC ASSESSMENT
Sample Authentic Assessment

Instructions: Your class has just been chosen to design a unique memorial for one of the following World War II events: Japanese Attack on Pearl Harbor, D-Day Invasion, the bombings of Hiroshima and Nagasaki, the massacre of Nanjing/Nanking and the Holocaust. Your group, of at least two students, but no more than four, will be proposing your memorial to your U.S. Senators, in hopes that your memorial will be built in Trenton, NJ. Your project must be in a multimedia format and your speech must be persuasive.

The following must be included in your presentation:

1. an artistic rendering of the memorial,

   (You may choose to create a 3-D model, which is acceptable.)

2. a description of the event, including an explanation of why you chose it,

3. a map identifying where the original event occurred,

4. a persuasive speech and letter that will be given to your classmates and U.S. Senators,

5. a works cited page identifying the resources that were used, including pictures.
<table>
<thead>
<tr>
<th>Response Level</th>
<th>Levels of Performance</th>
</tr>
</thead>
</table>
| **Expert**     | Generally accurate, complete and clear  
  ● All or most parts of the task are successfully completed; the intents of all parts of the task are addressed with appropriate strategies and procedures.  
  ● There is evidence that the student has a clear understanding of key concepts and procedures.  
  ● Student work and explanations are clear.  
  ● Additional illustrations or information, if present, enhance communication.  
  ● Answers for all parts are correct or reasonable. |
| **Practitioner** | Partially accurate, complete, and clear  
  ● Some parts of the task are successfully completed; other parts are attempted and their intents addressed, but they are not successfully completed.  
  ● There is evidence that the student has partial understanding of key concepts and procedures.  
  ● Some student work and explanations are clear, but it is necessary to make inferences to understand the response.  
  ● Additional illustrations or information, if present, may not enhance communication significantly.  
  ● Answers for some parts are correct, but partially correct or incorrect for others. |
| **Emerging**    | Minimally accurate, complete, and clear  
  ● A part (or parts) of the task is (are) addressed with minimal success, while other parts are omitted or incorrect.  
  ● There is minimal or limited evidence that the student understands concepts and procedures.  
  ● Student work and explanations may be difficult to follow, and it is necessary to fill in the gaps to understand the response.  
  ● Additional illustrations or information, if present, do not enhance communication and may be irrelevant.  
  ● Answers to most parts are incorrect. |
| **Novice**      | Not accurate, complete, and clear  
  ● No part of the task is completed with any success.  
  ● There is little, if any, evidence that the student understands key concepts and procedures.  
  ● Student work and explanations are very difficult to follow and may be incomprehensible.  
  ● Any additional illustrations, if present, do not enhance communication and are irrelevant.  
  ● Answers to all parts are incorrect. |
### Example of an Oral Speech Summative Assessment Rubric

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Opening does not grab the attention of the audience</td>
<td>Opening grabs the attention of the audience</td>
<td>Opening grabs the attention of the audience</td>
<td>Opening grabs the attention of the audience</td>
</tr>
<tr>
<td></td>
<td>The main point of the speech is not explained with clarity</td>
<td>Identifies the topic and includes a thesis</td>
<td>Identifies the topic and includes a thesis</td>
<td>Clearly identifies the topic and includes a thesis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drama was used</td>
<td>Drama used somewhat effectively</td>
<td>Drama used effectively</td>
</tr>
<tr>
<td><strong>Quality of Delivery</strong></td>
<td>Lack of rehearsal evident</td>
<td>Some evidence of rehearsal of speech</td>
<td>Completely prepared, has rehearsed speech</td>
<td>Completely prepared, has obviously rehearsed speech</td>
</tr>
<tr>
<td></td>
<td>More eye contact needed</td>
<td>Eye contact established with audience some of the time</td>
<td>Eye contact established with audience virtually most of the time</td>
<td>Eye contact established with audience virtually all of the time</td>
</tr>
<tr>
<td></td>
<td>Speaks too quickly or too slowly at times</td>
<td>Speaks neither too quickly nor too slowly</td>
<td>Speaks neither too quickly nor too slowly</td>
<td>Speaks neither too quickly nor too slowly</td>
</tr>
<tr>
<td></td>
<td>Reads from notes most of the time</td>
<td>Body language conveys enthusiasm &amp; confidence most of the time</td>
<td>Body language conveys enthusiasm &amp; confidence</td>
<td>Body language conveys enthusiasm &amp; confidence</td>
</tr>
<tr>
<td></td>
<td>Does not speak clearly most of the time</td>
<td>Speaks clearly most of the time with almost no mispronounced words</td>
<td>Speaks clearly most of the time with almost no mispronounced words</td>
<td>Speaks clearly all of the time with no mispronounced words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does not read from notes most of the time</td>
<td>Does not read from notes most of the time</td>
<td>Does not read from notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Gestures enhance message</td>
</tr>
</tbody>
</table>
### Content & Purpose
Evidence that the student has thoroughly researched the topic in order to support the thesis with evidence and substance.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Closing</strong></td>
<td>Closure is not evident</td>
<td>Closure is evident by unifying the most of the speech &amp; reminding audience of the significance of the topic</td>
<td>Closure is evident by unifying the speech &amp; reminding audience of the significance of the topic</td>
<td>Closure is evident by unifying the entire speech &amp; reminding audience of the significance &amp; relevancy of the topic</td>
</tr>
<tr>
<td></td>
<td>Did not summarize the main points of the speech</td>
<td>Somewhat memorable Summarized points and brought the audience back to your original argument</td>
<td>Memorable</td>
<td>Memorable</td>
</tr>
<tr>
<td></td>
<td>Not memorable</td>
<td>Summarized some of the main points and brought the audience back to your original argument</td>
<td></td>
<td>Summarized main points and brought the audience back to your original argument</td>
</tr>
</tbody>
</table>

Grade: _______

Feedback & Guidance:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
APPENDIX B  NEW JERSEY STUDENT LEARNING STANDARDS
HYPERLINKS TO STANDARDS

To access the standards for a specific content area, please click on the hyperlink.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Content Area</th>
<th>State Board Adoption Date</th>
<th>Required District Implementation of Revised Curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>English Language Arts</td>
<td>May 4, 2016</td>
<td>September 2017</td>
</tr>
<tr>
<td>6</td>
<td>Social Studies</td>
<td>July 9, 2014</td>
<td>September 2015</td>
</tr>
<tr>
<td>8</td>
<td>Technology</td>
<td>October 1, 2014</td>
<td>September 2015</td>
</tr>
<tr>
<td>9</td>
<td>21st Century Life and Careers</td>
<td>October 1, 2014</td>
<td>September 2015</td>
</tr>
</tbody>
</table>