

Parsippany-Troy Hills School District

SST114 – World History Honors

A Course Outline for Social Studies

Developed:2005
Revised:July 2014
Approved:November 2014

Approved by the Board of Education
November 13, 2014

Contents

STATEMENT OF PURPOSE.....	3
THE LIVING CURRICULUM	4
AFFIRMATIVE ACTION	4
GENERAL GOALS.....	5
EVALUATION/ASSESSMENT.....	8
GRADING PROCEDURES.....	8
BENCHMARK ASSESSMENTS.....	Error! Bookmark not defined.
MODIFICATIONSANDADAPTATIONS.....	11
COURSE PROFICIENCIES.....	12
I. RENEWAL AND CHANGE (15 TH - 16 TH CENTURIES) – SUGGESTED TIMEFRAMES – 45 DAYS.....	14
II. NEW ECONOMIC AND POLITICAL INSTITUTIONS (16 TH – 19 TH CENTURY) – SUGGESTED TIMEFRAME: 45 DAYS	18
III. STRUGGLE FOR WESTERN SUPREMACY (1850 – 1914) – SUGGESTED TIMEFRAME – 25 DAYS.....	23
IV. THE WORLD IN TURMOIL (1914 – 1945) – SUGGESTED TIMEFRAME – 10 DAYS.....	25
V. A DIVIDED WORLD: THE COLD WAR (20TH CENTURY) – SUGGESTED TIMEFRAME – 10 DAYS.....	29
VI. A NEW WORLD ORDER (21 ST CENTURY) – SUGGESTED TIMEFRAME – 30 DAYS.....	32
BIBLIOGRAPHY.....	37
APPENDIX A SAMPLE AUTHENTIC ASSESSMENT.....	41
Sample Authentic Assessment	42
AUTHENTIC ASSESSMENT RUBRIC.....	43
APPENDIX B NEW JERSEY STUDENT LEARNING STANDARDS.....	46

T

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.

GENERAL GOALS

UNIT	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	STANDARDS
Unit I – A Renewal and Change in Europe (15 th -16 th Century) – 45 days	<ul style="list-style-type: none"> <input type="checkbox"/> How and why did the world change after 1492? <input type="checkbox"/> What was the significance of the economic, political, and cultural interrelations among peoples of Africa, Europe, Asia and the Americas, 1500-1750? 	<ul style="list-style-type: none"> <input type="checkbox"/> The interrelations among people of the world occurred with much greater frequency and impact. <input type="checkbox"/> Large Eurasian empires were possible due to the military power and surplus of money provided by the military and fiscal revolution. <input type="checkbox"/> The encounters between Africans, Asians, the Americas and Europeans were not equally beneficial. <input type="checkbox"/> 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 (16 th -19 th Century) – 45 days	<ul style="list-style-type: none"> <input type="checkbox"/> How did new ideas and technology change the world? <input type="checkbox"/> What were the social consequences of the new industrialism for the working classes? 	<ul style="list-style-type: none"> <input type="checkbox"/> The agricultural and industrial revolutions changed the distribution of wealth and poverty in the world. <input type="checkbox"/> 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

UNIT	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	STANDARDS
Unit IV – The World in Turmoil (1914-1945) – 25 Days	<input type="checkbox"/> How did the post WWI era lead to the rise of new political philosophies and conflict? <input type="checkbox"/> 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?	<input type="checkbox"/> Twentieth century conflicts were caused by the complicated interaction of economics, alliances, nationalism and imperialism. <input type="checkbox"/> Military technology changed considerably during WWI. <input type="checkbox"/> Although the Treaty of Versailles ended WWI, flaws in the treaty set the stage for the coming of WWII. <input type="checkbox"/> Communism and Fascism are vastly different systems, even though they appear alike at first glance.	6.2 8.1 RH.9-10 WHST.9-10
Unit V – A Divided World: The Cold War (1945-1989) – 10 days	<input type="checkbox"/> How do the political, economic, and social differences among western eastern nations impact the world? <input type="checkbox"/> What were the steps in the outbreak and development of the Cold War, & what led to confrontation and conflict between the USSR & the West? <input type="checkbox"/> To what extent were cold war tensions reflected in Europe and the United States socially, culturally, and artistically?	<input type="checkbox"/> The Cold War resulted from a variety of conflicts between the US and USSR which began even before WWII was finished. <input type="checkbox"/> The Cold War created cultural and social turbulence in Europe. <input type="checkbox"/> Cold War tensions eventually led both Eastern and Western Europeans to seek ways to separate themselves from the influence of the superpowers. <input type="checkbox"/> The existence of nuclear weapons added a new dimension to post-war conflicts and diplomacy.	6.2 8.1 RH.9-10 WHST.9-10
UNIT	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	STANDARDS

<p>Unit VI – A New World Order (21st Century) – 30 days</p>	<ul style="list-style-type: none"> <input type="checkbox"/> How can the inhabitants of the world meet the challenges of a global community? How <input type="checkbox"/> has terrorism affected the world? <input type="checkbox"/> Why does Genocide continue to occur throughout the world? 	<ul style="list-style-type: none"> <input type="checkbox"/> Terrorism is a tool used by various people to try and bring about change. <input type="checkbox"/> One man’s freedom fighter is another man’s terrorist. <input type="checkbox"/> Genocides are avoidable. Each event was the result of government decisions, compliance of citizens, and the lack of interference from other nations. <input type="checkbox"/> 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). 	<p>6.2 6.3 8.1 RH.9-10 WHST.9-10</p>
--	--	---	--

EVALUATION/ASSESSMENT

Social Studies Grading Procedures Grades 9-12

Substantial assessments	Daily (short-term) assessments
70%	30%
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

Final Grade – Full Year Course

Full Year Course

Each marking period shall count as 20% of the final grade

Quarterly Exams

- 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.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

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)				
<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
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	<ul style="list-style-type: none"> 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 Teacher-generated rubric Teacher-generated rubric	have students use iPads http://www.timemaps.com/ - Free interactive World History Atlas, http://geacron.com/homeer

<p>2. assess the changes the Renaissance and Reformation had on Europe's world view. (3)</p>	<p>6.2.12.D.2.a 6.2.12.D.2.b 6.2.12.D.2.d 6.2.12.B.1.a 6.2.12.B.1.b RH.9-10.3, 6 WHST.9-10.1-5 8.1.12.E.2</p>	<ul style="list-style-type: none"> • 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? 	<p>Teacher observation of analysis and class discussion</p> <p>Teacher-generated rubric</p>	<p>Students may use their iPad and multimedia resources, including the Internet, for research</p>
--	---	--	---	---

<p><i>RENEWAL AND CHANGE (15TH- 16TH CENTURIES)</i></p>				
<p><i>PROFICIENCY / OBJECTIVE</i></p>	<p><i>STANDARDS</i></p>	<p><i>SUGGESTED ACTIVITY</i></p>	<p><i>EVALUATION/ ASSESSMENT</i></p>	<p><i>TEACHER NOTES</i></p>
<p><i>The student will be able to:</i></p>		<p><i>Students will:</i></p>		
<p>2. Continued</p>		<ul style="list-style-type: none"> • 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®. • Using the interactive textbook use the <i>95-Theses</i> primary source to define vocabulary that decodes the context clues on each theses (PARCC). 	<p>Movie-maker or IMovie® presentation of art work, its relevance to time period and its impact on other artists</p> <p>Teacher observation Completed vocabulary list Classroom discussion</p>	<p>Refer to sample PARCC activities on SharePoint in social studies section</p>

3. analyze the importance of the individual and the changes brought about in the Renaissance. (4)	6.2.12.D.2.c 6.2.12.D.2.e 6.2.12.B.2.b 6.2.12.B.2.a RH.9-10.5 WHST.9-10.1-5	<ul style="list-style-type: none"> • 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? 	Teacher observation and monitoring Teacher-created rubric Peer evaluation Teacher-created rubric	
4. assess the cultural diffusion that occurred between Europeans, Africans, Asians, and Americans as a result of exploration and colonization. (5)	6.2.12.D.1.a 6.2.12.D.1.d RH.9-10.3	<input type="checkbox"/> participate in a Jigsaw activity to identify and analyze different countries motives for and impact of exploration.	Teacher observation and monitoring	
5. evaluate the political and economic impact of exploration and colonization on Europe, Africa, Asia and the Americas. (6)	6.2.12.C.2.a 6.2.12.D.1.e 6.2.12.D.1.c RH.9-10.2 WHST.9-10.1-10 8.1.12.A.5 8.1.12.E.2	<input type="checkbox"/> 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	Completed journal entry and peer evaluation	Students may use their iPad and multimedia resources, including the Internet, for research

RENEWAL AND CHANGE (15TH- 16TH CENTURIES)

<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		

5. Continued		<ul style="list-style-type: none"> • conduct research and answer the following in an essay: Did the slave trade have more benefits or drawbacks for the New World? • answer the following in an essay: Can the institution of slavery lead to a cultural genocide? 	Teacher-created rubric	
6. evaluate the religious and cultural changes on the world as the result of Renaissance and Exploration. (7)	6.2.12.B.2.b 6.2.12.D.1.f RH.9-10.1 WHST.9-10.1-10 8.1.12.A.5	<ul style="list-style-type: none"> • participate in a primary source analysis after reading: <i>The Prince</i> by Niccolo Machiavelli and answer the following in a journal entry: What kinds of historical examples does Machiavelli use to express his thoughts? How does his choice of examples reflect the principles of the Renaissance? • create an illustrated children’s book that identifies and examines the impact of exploration on Asia, Europe, Africa, and the Americas. • view “The Mission” and discuss the European influence on South Americans. • answer the following in a journal based upon “The Mission:” Based on the movie, how do the church, state, and Indigenous peoples interact? • create tombstones for significant scientific thinkers which will highlight their accomplishments and follow up with PARCC type questions 	<p>Teacher evaluation of analysis, teachercreated rubric</p> <p>Teacher-generated rubric</p> <p>Teacher observation Movie analysis packet</p> <p>Teacher-created rubric</p> <p>Teacher-created rubric Peer evaluation</p>	

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.

<i>NEW ECONOMIC AND POLITICAL INSTITUTIONS (16TH – 19TH CENTURY)</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
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	<ul style="list-style-type: none"> • in written form, outline the views of significant Enlightenment thinkers such as Voltaire, Locke, Montesquieu, Rosseau, 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
8. evaluate Revolution as a means for inducing change. (9)	6.2.12.A.3.b 6.2.12.A.3.c 6.2.12.A.3.d 6.2.12.B.3.c 6.2.12.D.3.a RH.9-10.9	<input type="checkbox"/> listen to and examine the lyrics of the Beatles song “Revolution” and put into context with 18 th /19 th century revolutionaries.	Teacher observation of student analysis and connections	

<p>9. compare and contrast significant political revolutions during the 16th-19th centuries. (10)</p>	<p>6.2.12.A.3.b 6.2.12.A.3.c 6.2.12.A.3.d 6.2.12.B.3.c RH.9-10.7 RH.9-10.3 RH.9-10.8 WHST.9-10.1-10 8.1.12.E.2 8.1.12.A.5</p>	<ul style="list-style-type: none"> • read and research various sources to create a multimedia presentation that will compare and contrast the different political revolutions. • view segments of the History Channel's <i>The French Revolution</i> and determine the cause and effects. • answer the following in an essay: What effects did the French Revolution have on Europe and the World? • participate in a meeting of the Estates General – Are you a moderate, radical or loyal to the crown? 	<p>Teacher –created rubric</p> <p>Movie analysis charts and summaries</p> <p>Teacher –created rubric</p>	<p>Students may use their iPad and multimedia resources, including the Internet, for research</p>
---	---	---	--	---

<p><i>NEW ECONOMIC AND POLITICAL INSTITUTIONS (16TH – 19TH CENTURY)</i></p>				
<p><i>PROFICIENCY / OBJECTIVE</i></p>	<p><i>STANDARDS</i></p>	<p><i>SUGGESTED ACTIVITY</i></p>	<p><i>EVALUATION/ ASSESSMENT</i></p>	<p><i>TEACHER NOTES</i></p>
<p><i>The student will be able to:</i></p>		<p><i>Students will:</i></p>		
<p>9. Continued</p>		<ul style="list-style-type: none"> • write a letter to an absolute monarch explaining why this system is best or needs to be abolished. • create a political cartoon depicting an event from the French Revolution. 	<p>Teacher-created rubric</p> <p>Teacher-created rubric</p>	

<p>10. examine how industrialization in Europe challenged traditional agrarian values. (11)</p>	<p>6.2.12.A.3.e 6.2.12.A.3.f 6.2.12.B.3.b 6.2.12.C.3.a 6.2.12.C.3.b 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.C.3.e 6.2.12.C.3.f 6.2.12.D.3.b RH.9-10.3 WHST.9-10.110</p>	<ul style="list-style-type: none"> Using the interactive textbook use the <i>Communist Manifesto</i> 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? 	<p>Teacher-created rubric outlining requirements for the interview</p> <p>Teacher-created rubric</p>	<p>Refer to PARCC samples on SharePoint under Social Studies</p>
<p>11. analyze the inherent factors necessary for the emergence of industrial areas. (12)</p>	<p>6.2.12.A.3.e 6.2.12.A.3.f 6.2.12.B.3.b 6.2.12.C.3.a 6.2.12.C.3.b 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.C.3.e 6.2.12.C.3.f 6.2.12.D.3.b RH.9-10.3 WHST.9-10.1-10 8.1.12.E.2 8.1.12.F.5</p>	<ul style="list-style-type: none"> 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? 	<p>Scored using specified criteria on a rubric</p> <p>Teacher-created rubric</p>	<p>Students may use their iPad and multimedia resources, including the Internet, for research</p>

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

<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
---------------------------------------	-------------------------	----------------------------------	--------------------------------------	-----------------------------

<i>The student will be able to:</i>		<i>Students will:</i>		
12. evaluate the beneficial and detrimental effects of the Industrial Revolution on the world. (13)	6.2.12.A.3.e 6.2.12.A.3.f 6.2.12.B.3.b 6.2.12.C.3.a 6.2.12.C.3.b 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.C.3.e 6.2.12.C.3.f 6.2.12.D.3.b RH.9-10.9 WHST.9-10.1, 2	<ul style="list-style-type: none"> 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.

<i>STRUGGLE FOR WESTERN SUPREMACY (1850 – 1914)</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
13. explain how nationalism can lead to the rise and decline of nation states. (14)	6.2.12.A.1.a 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 RH.9-10.10 WHST.9-10.1-10 8.1.12.E.2	<ul style="list-style-type: none"> 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

<p>14. analyze the ways various advances enabled one nation to dominate another. (15)</p>	<p>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</p>	<p><input type="checkbox"/> participate in a class debate on whether a powerful nation has the right to colonize the weaker nation.</p>	<p>Teacher-created rubric</p>	<p>Students may use their iPad and multimedia resources, including the Internet, for research</p>
---	--	---	-------------------------------	---

STRUGGLE FOR WESTERN SUPREMACY (1850 – 1914)

<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		

<p>15. define imperialism and compare and contrast its impact through the 16th – 20th centuries. (16)</p>	<p>6.2.12.A.3.a 6.2.12.A.3.b 6.2.12.A.3.c 6.2.12.A.3.d 6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.B.3.b 6.2.12.B.3.c 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.C.3.e 6.2.12.C.3.f 6.2.12.D.3.c 6.2.12.D.3.d 6.2.12.D.3.e RH.9-10.9 WHST.9-10.1-5</p>	<ul style="list-style-type: none"> • create an original political cartoon satirizing imperialistic actions of the Europeans. • write a speech which advocates the independence of nations during the 1840s. 	<p>Teacher-created rubric</p> <p>Teacher-created rubric Peer evaluation</p>	
<p>16. analyze the impact of imperialism on the occupied nation and the occupying nation. (17)</p>	<p>6.2.12.B.3.a 6.2.12.B.3.b 6.2.12.B.3.c RH.9-10.1 WHST.9-10.1-10 8.1.12.A.5</p>	<p><input type="checkbox"/> research and write a paper outlining the causes, methods and results of the Latin revolutions.</p>	<p>Teacher observation Teacher-created rubric</p>	<p>Students may use their iPad and multimedia resources, including the Internet, for research</p>

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)

<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
17. describe the political and ideological philosophies that impacted the 20 th 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	<ul style="list-style-type: none"> 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
18. identify the causes and effects of WWI and WWII. (19)	6.2.12.D.4.a 6.2.12.D.4.b 6.2.12.D.4.c 6.2.12.D.4.d 6.2.12.D.4.e 6.2.12.C.4.c RH.9-10.2 RH.9-10.4 WHST.9-10.1-10 8.1.12.E.2	<ul style="list-style-type: none"> design and create propaganda posters for the wars. 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

THE WORLD IN TURMOIL (1914 – 1945)

<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
19. evaluate the impact that WWI and WWII had on the world. (20)	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	<ul style="list-style-type: none"> • 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. 	<p>Teacher observation and monitoring of map skills</p> <p>Student-centered discussion</p> <p>Written response</p> <p>Student-centered discussion OR Written response</p>	
20. Identify the role geography played before, during, and after WWI and WWII both politically and militarily. (21)	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	<ul style="list-style-type: none"> • 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. 	<p>Teacher observation</p> <p>Teacher-created rubric</p> <p>Teacher observation</p>	Use interactive map with textbook

21. analyze the impact of technology (communication, transportation, weaponry) and propaganda during WWI and WWII. (22)	6.2.12.C.4.b 6.2.12.C.4.d 6.2.12.D.4.g RH.9-10.8 RH.9-10.9 WHST.9-10.110 8.1.A.A.2 8.1.A.F.1	<input type="checkbox"/> recreate trench warfare using desks to create barrier trenches with “no man’s land” in the middle and paper as bombs and poison gas. Enhance with readings of <i>All Quiet on the Western Front</i> and slide photos.	Teacher observation and monitoring	Online text has interactive trench warfare map
---	---	--	------------------------------------	--

THE WORLD IN TURMOIL (1914 – 1945)

<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
21. Continued		<ul style="list-style-type: none"> • 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.) 	<p>Scored using specified criteria and rubrics</p> <p>Presentation or written response</p> <p>Teacher-created rubrics</p>	<p>Students may use their iPad and multimedia resources, including the Internet, for research</p> <p>Students may use their iPad and multimedia resources, including the Internet, for research</p>

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 eastern nations impact the world? What were the steps in the outbreak and development of the Cold War, & what led to confrontation and conflict between the USSR & 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.

<i>A DIVIDED WORLD: THE COLD WAR (20TH CENTURY)</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
22. identify how women’s roles changed in the post war era. (23)	6.2.12.D.4.j 6.2.12.D.5.d RH.9-10.4 8.1.A.F.1	<input type="checkbox"/> research and create a multimedia presentation identifying the role of women in the post-war era in the U.S., Europe, and Asia.	Teacher-created rubric	Students may use their iPad and multimedia resources, including the Internet, for research

<p>23. analyze the political, social, and economic outcomes of WWII leading to, and during, the Cold War. (24)</p>	<p>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</p>	<ul style="list-style-type: none"> • 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. • 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.) • research and analyze the conflicts that arose from boundary disputes post WWII. 	<p>Teacher monitoring of map skills Class discussion</p> <p>Teaching monitoring and observation</p> <p>Journal response</p>	<p>Students may use their iPad and multimedia resources, including the Internet, for research</p>
--	---	---	---	---

<i>A DIVIDED WORLD: THE COLD WAR (20TH CENTURY)</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
<p>24. analyze the impact of communism in various areas of the world, Europe, Asia and Latin America. (25)</p>	<p>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</p>	<ul style="list-style-type: none"> • using a Venn diagram, compare and contrast the ideas of communism between Mao and Lenin. • conduct research and answer the following in a DBQ: How did communism affect various areas of the world? (Research simulation activity) 	<p>Completed Venn diagram</p> <p>Teacher-created rubric</p>	<p>Students may use their iPad and multimedia resources, including the Internet, for research</p>

25. judge the effectiveness of the transition from colonized to independent nations. (Middle East, Africa, and Asia) (26)	6.2.12.D.5.a 6.2.12.A.5.c 6.2.12.A.5.d 6.2.12.C.5.d RH.9-10.9 RH.9-10.7 8.1.12.F.1	<ul style="list-style-type: none"> • create a Venn diagram on the decolonization in African nations comparing peaceful decolonization to that of violence in order to achieve independence. • 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	<input type="checkbox"/> 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	<ul style="list-style-type: none"> • 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	<input type="checkbox"/> 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)

<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
---------------------------------------	-------------------------	----------------------------------	--------------------------------------	-----------------------------

<i>The student will be able to:</i>		<i>Students will:</i>		
29. analyze the impact of the creation and existence of Israel in world geo-politics. (30)	6.2.12.C.5.d 6.2.12.B.5.d RH.9-10.1 WHST.9-10.1-10 8.1.A.12.F.1 8.1.A.12.A.2	<input type="checkbox"/> 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)	6.2.12.C.5.b RH.9-10.4 WHST.9 - 10.1, 10.6, 10.8 8.1.A.12.F.1	<ul style="list-style-type: none"> 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)	6.2.12.B.5.b 6.2.12.C.5.c RH.9-10.8 WHST.9 - 10.2, 10.7	<ul style="list-style-type: none"> 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).

<i>A NEW WORLD ORDER (21ST CENTURY)</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
32. demonstrate the effects of technology, communication, and global interactions on the individual and our perception of humaneness. (33)	6.2.12.D.5.c 6.2.12.C.6.d RH.9-10.8 WHST.9-10.1-10 8.1.12.C.1 8.1.12.F.1	<ul style="list-style-type: none"> research a developing nation and answer the following in an essay: What role does technology, communication, and global interactions have on a developing nation? using information from interviews of people across generations and newspaper articles do a research simulation activity answering “Has technology improved or diminished social interaction with people?” (PARCC) 	Written analysis Teacher-created rubric	Students may use their iPad and multimedia resources, including the Internet, for research
33. describe historical examples of prejudice and genocide based on religious and cultural differences (i.e., Bosnia, Africa, Europe, Middle East, Asia). (34)	6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.D.4.i RH.9-10.9 8.1.12.F.1	<ul style="list-style-type: none"> study a different act of genocide in small groups and share their findings with the class in a multi-media presentation. create a map highlighting various worldwide genocides in the 20th and 21st centuries - highlight the perpetrator, target, and outcome and answer the following question: What role does peer pressure take in the continued existence of genocide? 	Teacher-created rubric Completed map Written response	Students may use their iPad and multimedia resources, including the Internet, for research

A NEW WORLD ORDER (21ST CENTURY)

<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
34. 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. (35)	6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.D.4.i RH.9-10.9	<input type="checkbox"/> jigsaw activity incorporating primary sources comparing the roles of perpetrators, bystanders, and rescuers in genocides of the 20th century, utilize PARCC reading comprehension strategies.	Teacher observation	Refer to SharePoint PARCC activities http://sharepoint.ptahsd.k12.nj.us/ci/socialstudies/default.aspx
35. evaluate the impact of terrorism on the world stability and the prospect of peace. (36)	6.2.12.A.6.c 6.3.12.C.1 6.3.12.D.1 RH.9-10.3 WHST.9-10.1-10 8.1.12.F.1 8.1.12.D.1	<input type="checkbox"/> create a newspaper that shows various acts of terrorism from the 20 th and 21 st centuries.	Teacher-created guidelines and rubric	
36. describe the various ways the world leaders have dealt with terrorism. (37)	6.2.12.A.6.d 6.3.12.C.1 RH.9-10.9 WHST.9-10.110	<input type="checkbox"/> participate in a debate focusing on the various approaches world leaders could have taken to combat terrorism, followed by an essay arguing which approach was most effective. Essay will include specific vocabulary aligned with the unit of study.	Teacher-created guidelines and rubric	Refer to SharePoint PARCC activities http://sharepoint.ptahsd.k12.nj.us/ci/socialstudies/default.aspx (vocabulary activities)

<p>37. analyze the trends in the direction of a global economy and culture. (38)</p>	<p>6.2.12.C.5.g 6.2.12.B.6.a 6.2.12.C.6.a 6.2.12.C.6.b 6.2.12.C.6.c 6.3.12.B.1 6.3.12.A.1 RH.9-10.4 WHST.9-10.1-5 8.1.12.C.1</p>	<ul style="list-style-type: none"> • create a collage of photographs, with written explanations from various forms of media, that illustrate the global economy. • 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. 	<p>Criteria on teachercreated guidelines/rubric</p> <p>Written lyrics and analysis</p> <p>Teacher-created guidelines and rubric</p>	
--	--	---	---	--

A NEW WORLD ORDER (21ST CENTURY)

<i>PROFICIENCY / OBJECTIVE</i>	<i>STANDARDS</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
37. Continued		<ul style="list-style-type: none"> • research and evaluate efforts of organizations aimed to solve social inequalities. • propose a new and more effective organization aimed at solving social inequalities. 	<p>Completed research packet</p> <p>Teacher-created rubric Peer evaluation</p>	

<p>38. analyze current global problems. (39)</p>	<p>6.2.12.C.5.g 6.2.12.D.6.a 6.2.12.A.6.a 6.2.12.A.6.b 6.3.12.A.2 6.3.12.B.1 6.3.12.C.1 RH.9-10.6 WHST.9-10.1-10 8.1.12.F.1 8.1.12.C.1</p>	<ul style="list-style-type: none"> • participate in a roundtable discussion between Osama Bin Laden, Barack Obama, George W. Bush, Sinn Fein Leader Gerry Adams, King Abdullah of Jordan, Netanyahu of Israel, and Mahmoud Ahmadinejad of Iran. • 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. 	<p>Teacher-guided discussion</p> <p>Teacher-created rubric</p> <p>Teacher-created rubric</p>	
--	--	---	--	--

BIBLIOGRAPHY

TEXTBOOKS

Beck, Roger B., Linda Black, Larry S. Krieger, Phillip C. Naylor, and Dahia Ibo Shabaka. *World History: Patterns of Interaction*. N.p.: Houghton Mifflin Harcourt, 2012.

Duiker, William J. & Jackson J. Spielvogel. *World History Vol. II – Since 1400*. California. Thomson Wadsworth, 2004.

SOURCES

Ellis, Elisabeth Gaynor & Anthony Esler. *World History: Connections To Today*. New Jersey. Prentice Hall, 2003.

Holt, Reinhart and Winston. *World History and Geography – Document Based Questions and Activities*. New York. Holt, Reinhart and Winston.

Machiavelli, Niccolo. *The Prince*. NAL, 1952.

Marx, Karl. *Communist Manifesto*. New York: W.W. Norton, 1988.

More, Sir Thomas. *Utopia*. New York: W.W. Norton, 1975.

Remarque, Erich Maria. *All Quiet on the Western Front*. New York: Fawcett, 1975.

Stone, Irving. *The Agony and the Ecstasy*. New York: Doubleday, 1961.

Tuchman, Barbara. *A Distant Mirror; The Calamitous 14th Century*. Knopf:

1978. Willis, Connie. *Doomsday*.

Crichton, Michael *Timeline*

PRIMARY & SECONDARY SOURCES

Kishlansky, Mark A. *Sources of World History – Readings for World Civilization Vol. II 2nd Edition*. New York. West/Wadsworth. 1999.

Kovacs, Mary Anne, Kenneth S. Lambert, & James W. Lane. The Center For Learning – Book IV. Brown Publishing, USA. 1993.

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

Miltner, Robert F, Jeanette Quinn & Myrna J. Warren. The Center For Learning – Book I. 1993, USA.

Stearns, Peter N, Stephen S. Gosch & Erwin P. Grieshaber. *Documents in World History Vol. II The Modern Centuries; from 1500 – Present*. New York. 2003.

RESOURCES Movies/DVD's

Joffe, Roland. (1986). *The Mission*. Warner Studios.

Lapping Associates, Brian. *The 50 Years War: Israel and the Arabs*. WGBH Educational Foundation for PBS. Boston, MA. 1999.

Music

Lennon, John & Paul McCartney. "Revolution." (1973). *Beatles' Greatest Hits, Vol. II.*, 1967-1970. Joel, Billy "We Didn't Start the Fire" (1989). *Storm Front*.

WEB SITES

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

Asia/Africa/India Studies

Halsall, P. (July 14, 1998). Internet East Asian History Sourcebook. 5/18/05. Online Reference Book. <http://www.fordham.edu/halsall/eastasia/eastasiasbook.html>

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

Native American Studies

Smithsonian Museum, National Museum of the American Indian. (2005).

<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

Fung, K. (2005). Sulair: Africa South of the Sahara. Board of Trustees of the Leland Stanford University. <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

Halsall, P. (2001). Internet Modern History Sourcebook. Online Reference Book. <http://www.fordham.edu/halsall/mod/modsbook.html>
Unit III – Struggle for Western Supremacy (1850 – 1914)

Nationalism/Imperialism

Halsall, P. (2001). Internet Modern History Sourcebook. Online Reference Book. <http://www.fordham.edu/halsall/mod/modsbook.html>

Lloyd, Jim. (July, 1999). Advanced Placement European History Fresno Unified School District.
http://www.fresno.k12.ca.us/schools/s090/lloyd/European_History_index.htm

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

World War II

British Broadcasting System. (May 18, 2005) World War Two.
<http://www.bbc.co.uk/history/war/wwtwo/> United States Holocaust Memorial Museum. (Revisited 2005). <http://www.ushmn.org>

Political Cartoons

Cagle, Daryl. (2003). Pro Cartoonists Index Homepage. (Revisited 2003). <http://www.politicalcartoons.com>

Unit V – A Divided World: The Cold War

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

United States Holocaust Memorial Museum. (Revisited 2005).
<http://www.ushmn.org> United Nations. Revisited 2005.
<http://www.un.org/english/>

General Information

Facts on File. (2005). [http:// www.fofweb.com](http://www.fofweb.com)

Discovery Education - <http://www.discoveryeducation.com/> (Streaming Plus)

PARCC samples <https://www.parcconline.org/sites/parcc/files/Grade11SampleItems.pdf>

PARCC reference -

<http://sharepoint.pthsd.k12.nj.us/ci/socialstudies/Lists/Announcements/DispForm.aspx?ID=63&Source=http%3A%2F%2Fsharepoint%2Epthsd%2Ek12%2Enj%2Eus%2Fci%2Fsocialstudies%2Fdefault%2Easpx>

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.

AUTHENTIC ASSESSMENT RUBRIC

Response Level	Levels of Performance
Expert	<p>Generally accurate, complete and clear</p> <ul style="list-style-type: none"> ● 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	<p>Partially accurate, complete, and clear</p> <ul style="list-style-type: none"> ● 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	<p>Minimally accurate, complete, and clear</p> <ul style="list-style-type: none"> ● 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	<p>Not accurate, complete, and clear</p> <ul style="list-style-type: none"> ● 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

Expectations	Beginning	Developing	Proficient	Accomplished
<p>Introduction Will provide the audience with a clear understanding of the topic.</p>	<p>Opening does not grab the attention of the audience</p> <p>The main point of the speech is not explained with clarity</p>	<p>Opening grabs the attention of the audience</p> <p>Identifies the topic and includes a thesis</p> <p>Drama was used</p>	<p>Opening grabs the attention of the audience</p> <p>Identifies the topic and includes a thesis</p> <p>Drama used somewhat effectively</p>	<p>Opening grabs the attention of the audience</p> <p>Clearly identifies the topic and includes a thesis</p> <p>Drama used effectively</p>
<p>Quality of Delivery The student will be able to talk informatively and interestingly about their assigned topic, without stumbling over words and content.</p>	<p>Lack of rehearsal evident</p> <p>More eye contact needed</p> <p>Speaks too quickly or too slowly at times</p> <p>Reads from notes most of the time</p> <p>Does not speak clearly most of the time</p>	<p>Some evidence of rehearsal of speech</p> <p>Eye contact established with audience some of the time</p> <p>Speaks neither too quickly nor too slowly</p> <p>Body language conveys enthusiasm & confidence most of the time</p> <p>Speaks clearly most of the time with almost no mispronounced words</p>	<p>Completely prepared, has rehearsed speech</p> <p>Eye contact established with audience virtually most of the time</p> <p>Speaks neither too quickly nor too slowly</p> <p>Body language conveys enthusiasm & confidence</p> <p>Speaks clearly most of the time with almost no mispronounced words</p> <p>Does not read from notes most of the time</p>	<p>Completely prepared, has obviously rehearsed speech</p> <p>Eye contact established with audience virtually all of the time</p> <p>Speaks neither too quickly nor too slowly</p> <p>Body language conveys enthusiasm & confidence</p> <p>Speaks clearly all of the time with no mispronounced words</p> <p>Does not read from notes</p> <p>Gestures enhance message</p>

<p>Content & Purpose Evidence that the student has thoroughly researched the topic in order to support the thesis with evidence and substance.</p>	<p>Lacks a variety of resources to support writer's ideas/points/position</p> <p>Supporting evidence is not topic relevant</p> <p>Research does not support the theses</p>	<p>Resources used to support some of the writer's ideas/points/position</p> <p>Supporting evidence is not always topic relevant</p> <p>Thesis need more supporting evidence</p>	<p>A variety of resources are used to support the writer's ideas/ points/position</p> <p>Supporting evidence is topic relevant and supports the thesis</p> <p>Researched evidence adds substance to assigned topic</p>	<p>A variety of resources are used to thoroughly support the writer's ideas/ points/position</p> <p>Supporting evidence is topic relevant and effectively supports the thesis effectively</p> <p>Researched evidence adds substance to assigned topic</p>
Expectations	Beginning	Developing	Proficient	Accomplished
<p>Closing</p>	<p>Closure is not evident</p> <p>Did not summarize the main points of the speech</p> <p>Not memorable</p>	<p>Closure is evident by unifying the most of the speech & reminding audience of the significance of the topic</p> <p>Somewhat memorable Summarized points and brought the audience back to your original argument</p>	<p>Closure is evident by unifying the speech & reminding audience of the significance of the topic</p> <p>Memorable</p> <p>Summarized some of the main points and brought the audience back to your original argument</p>	<p>Closure is evident by unifying the entire speech & reminding audience of the significance & relevancy of the topic</p> <p>Memorable</p> <p>Summarized main points and brought the audience back to your original argument</p> <p>Provided further food for thought for the audience</p>

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.

Standard	Content Area	State Board Adoption Date	Required District Implementation of Revised Curricula
3	English Language Arts	May 4, 2016	September 2017
6	Social Studies	July 9, 2014	September 2015
8	Technology	October 1, 2014	September 2015
9	21stCenturyLifeandCareers	October 1, 2014	September 2015