

PARSIPPANY- TROY HILLS TOWNSHIP SCHOOLS

A

COURSE OUTLINE

FOR

**WORLD HISTORY**

**SST117**

**GRADE 9**

APPROVED BY THE  
BOARD OF EDUCATION

January 24, 2013

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Developed:

Revised: June, 2016

## R A T I O N A L E

The World History curriculum is designed to provide 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 High School Proficiency Assessment (HSPA) as well as afford students an opportunity to take a hands-on approach to learning. Requirements include summer reading, integrative essays, and position and research papers. Methods used to cover the material may include the following: role-play, simulation, debate, cooperative groups, lecture, research, and oral presentations. These activities will be differentiated based upon their needs and at the discretion of the teacher.

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 Adaptions:** 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 GOALS AND TOPICS**

<b>UNIT</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>STANDARDS</b>
Unit I – A Renewal and Change in Europe (15 <sup>th</sup> -16 <sup>th</sup> Century) – 45 days	<ul style="list-style-type: none"> <li>• How and why did the world change after 1492?</li> <li>• What was the significance of the economic, political, and cultural interrelations among peoples of Africa, Europe, Asia and the Americas between 1500- 1750?</li> </ul>	<ul style="list-style-type: none"> <li>• The interrelations among people of the world occurred with much greater frequency and impact.</li> <li>• Large Eurasian empires were possible due to the military power and surplus of money provided by the military and fiscal revolution.</li> <li>• The encounters between Africans, Asians, the Americas and Europeans were not equally beneficial.</li> <li>• Europe was transformed through changes in religious theory, increasing military power, and scientific thinking.</li> </ul>	6.2 8.1 RH.9-10 WHST.9-10
Unit II – New Economic and Political Institutions (16 <sup>th</sup> -19 <sup>th</sup> Century) – 45 days	<ul style="list-style-type: none"> <li>• How did new ideas and technology change the world?</li> <li>• What were the social consequences of the new industrialism for the working classes?</li> </ul>	<ul style="list-style-type: none"> <li>• The agricultural and industrial revolutions changed the distribution of wealth and poverty in the world.</li> <li>• The industrial revolution created important demographic, political, and social changes, including the eventual death of the cottage industries.</li> </ul>	6.2 8.1 RH.9-10 WHST.9-10
Unit III – Struggle for Western Supremacy (1850-1914) – 25 days	<ul style="list-style-type: none"> <li>• How does the development of nationalism impact people, nations, and empires?</li> <li>• How did imperialism affect the cultural, social, political, and economic climate of societies?</li> </ul>	<ul style="list-style-type: none"> <li>• Imperialism transforms the political, economic, and cultural systems of both imperial countries and those colonized.</li> <li>• Nationalism unifies some nations and devastates others.</li> </ul>	6.2 8.1 RH.9-10 WHST.9-10

<b>UNIT</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>STANDARDS</b>
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<p>Unit IV – The World in Turmoil (1914-1945) – 25 Days</p>	<ul style="list-style-type: none"> <li>• How did the post WWI era lead to the rise of new political philosophies and conflict?</li> <li>• How did WWI and the ensuing peace treaties change the political structure of Europe and the European Economy?</li> </ul> <p>What strengths and weaknesses characterized the Treaty of Versailles?</p>	<ul style="list-style-type: none"> <li>• Twentieth century conflicts were caused by the complicated interaction of economics, alliances, nationalism and imperialism.</li> <li>• Military technology changed considerably during WWI.</li> <li>• Although the Treaty of Versailles ended WWI, flaws in the treaty set the stage for the coming of WWII.</li> <li>• Communism and Fascism are vastly different systems, even though they appear alike at first glance.</li> </ul>	<p>6.2 8.1 RH.9-10 WHST.9-10</p>
<p>Unit V – A Divided World: The Cold War (1945-1989) – 10 days</p>	<ul style="list-style-type: none"> <li>• How do the political, economic, and social differences among western eastern nations impact the world?</li> <li>• 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?</li> <li>• To what extent were cold war tensions reflected in Europe and the United States socially, culturally, and artistically?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• The Cold War resulted from a variety of conflicts between the US and USSR which began even before WWII was finished.</li> <li>• The Cold War created cultural and social turbulence in Europe.</li> <li>• Cold War tensions eventually led both Eastern and Western Europeans to seek ways to separate themselves from the influence of the superpowers.</li> <li>• The existence of nuclear weapons added a new dimension to post-war conflicts and diplomacy.</li> </ul>	<p>6.2 8.1 RH.9-10 WHST.9-10</p>
<p>Unit VI – A New World Order (21<sup>st</sup> Century) – 30 days</p>	<ul style="list-style-type: none"> <li>• How can the inhabitants of the world meet the challenges of a global community?</li> <li>• How has terrorism affected the world?</li> <li>• Why does Genocide continue to occur throughout the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Terrorism is a tool used by various people to try and bring about change.</li> <li>• One man’s freedom fighter is another man’s terrorist.</li> <li>• Genocides are avoidable. Each event was the result of government decisions, compliance of citizens, and the lack of interference from other nations.</li> <li>• 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).</li> </ul>	<p>6.2 6.3 8.1 RH.9-10 WHST.9-10</p>

### **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.

**A F F I R M A T I V E A C T I O N**

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.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS  
COURSE PROFICIENCIES AND GRADING PROCEDURES

**COURSE NO.: SST117**

**TITLE: WORLD HISTORY – 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.

**Proficiencies:**

The student will be able to:

1. analyze the geographical & political boundaries of the world in the 15<sup>th</sup> 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 European's world view and political structure.
9. evaluate Revolution as a means for inducing change.
10. compare & contrast significant political revolutions during the 16<sup>th</sup> – 20<sup>th</sup> 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 Asia, Europe, the Americas, and Africa.

14. explain how nationalism can lead to the rise & decline of nation states.
15. analyze the way various advantages enabled one nation to dominate another.
16. define imperialism and compare and contrast its impact through the 16 – 20<sup>th</sup> Centuries.
17. analyze the impact of imperialism on the occupied nation and the occupying nation.
18. describe the political and ideological philosophies that impacted the 20<sup>th</sup> Century, including fascism & communism.

Proficiencies (continued)

19. identify the causes of WWI and WWII.
20. evaluate the impact WWI and WWII had on the world.
21. explain the impact of technology and propaganda during and after WWI and WWII.
22. identify how women's roles changed in the post war era.
23. analyze the political and economic outcomes of WWII, including the Cold War.
24. analyze the impact of communism in various areas of the world; Europe, Asia, Latin America.
25. judge the effectiveness of the transition from colonized to independent African nations.
26. analyze the rise of modern nation states in Asia including China, Japan, and Korea.
27. describe the political, social, and economic outcomes of post WWII Latin America.
28. analyze the impact of the creation and existence of Israel in world geo-politics.
29. demonstrate the effects of technology, communication, and global interactions on the individual and our perception of humaneness.
30. describe historical examples of prejudice and genocide based on religious and cultural differences (i.e. Bosnia, Africa, Europe, Middle East).
31. evaluate the impact of terrorism on the world stability and the prospect of peace.
32. describe the various ways world leaders can deal with terrorism.
33. analyze the trends in the direction of a global economy and culture.
34. analyze current global problems and hypothesize on solutions.



**Social Studies Grading Procedures Grades  
9-12**

<b>Substantial assessments</b>	<b>Daily (short-term) assessments</b>
<b>70%</b>	<b>30%</b>
<p style="text-align: center;"><b>May include, but not limited to, the following:</b></p> <p style="text-align: center;"><b>Tests, Exams</b> <b>Long-term projects</b> <b>Extended written assessments</b></p>	<p style="text-align: center;"><b>May include, but not limited to, the following:</b></p> <p style="text-align: center;"><b>Quizzes</b> <b>Homework</b> <b>Classwork</b></p>

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

<b>Final Grade – Full Year Course</b>
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<p><b>Full Year Course</b></p> <ul style="list-style-type: none"><li>• Each marking period shall count as 20% of the final grade (80% total).</li></ul>	<p>The midterm and final assessments will each count as 10% of the final grade (20% of the student final grade in total).</p>
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## **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.

**Unit I – Renewal and Change (15<sup>th</sup>- 16<sup>th</sup> 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.

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<b>The student will be able to:</b>			<b>Students will:</b>		
1. identify and describe the political, social, and economic characteristics of the significant dynasties and empires of the world at the time: <b>East Asia</b> –China, Japan, Korea; <b>Southwest Asia</b> – India, Persia, Ottoman; <b>Africa;</b> <b>Europe;</b> <b>The Americas.</b> (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	8.1.12.A.2	<ul style="list-style-type: none"> <li>• use the Internet and interactive white board to identify the geographical and political boundaries of the world.</li> <li>• in an Art Coffee-House activity, analyze techniques and styles of artwork and follow up with a creative story about the piece.</li> </ul>	Teacher observation  Teacher-generated rubric	

2. assess the changes the Renaissance and Reformation had on Europeans' world view. (3)	6.2.12.D.2.a 6.2.12.D.2.d RH.9-10.3		<ul style="list-style-type: none"> <li>• read and analyze various changes brought about by the Renaissance in a station activity.</li> <li>• use the Internet to examine art work which illustrates new techniques of the Renaissance and compare to that of Middle Ages.</li> </ul>	<p>Teacher observation of analysis and class discussion</p> <p>PowerPoint® presentation of art work, its relevance to time period and its impact on other artists</p>	
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**Unit I – Renewal and Change (15<sup>th</sup>- 16<sup>th</sup> Centuries) – Suggested Timeframes – 45 days (continued)**

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<b>The student will be able to:</b>			<b>Students will:</b>		
3. analyze the importance of the individual and the changes brought about in the Renaissance. (4)	6.2.12.D.2.e RH.9-10.5 WHST.9-10.1, 2		<ul style="list-style-type: none"> <li>• discuss whether Martin Luther should be considered a revolutionary or a reformer.</li> </ul>	Class discussion	
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 6.2.12.D.1.c		<ul style="list-style-type: none"> <li>• participate in a Jigsaw activity to identify and analyze different countries motives for and impact of exploration.</li> </ul>	Teacher observation and monitoring	

<p>5. evaluate the political and economic impact of exploration and colonization on Europe, Africa, Asia and the Americas. (6)</p>	<p>6.2.12.D.1.e 6.2.12.D.1.c RH.9-10.2 WHST.9-10.1-10</p>	<p>8.1.12.F.1 8.1.12.A.2</p>	<ul style="list-style-type: none"> <li>conduct research and answer the following in a journal entry: Did the slave trade have more benefits or drawbacks for the New World?</li> </ul>	<p>Completed journal entry and peer evaluation</p>	<p>Students may use multimedia resources including the Internet for research</p>
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**Unit I – Renewal and Change (15<sup>th</sup>- 16<sup>th</sup> Centuries) – Suggested Timeframes – 45 days (continued)**

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p><b>The student will be able to:</b></p>			<p><b>Students will:</b></p>		
<p>6. evaluate the religious and cultural changes on the world as the result of Renaissance and Exploration. (7)</p>	<p>6.2.12.B.2.a 6.2.12.D.1.f 6.2.12.D.2.d 6.2.12.A.2.a RH.9-10.1 WHST.9-10.1-10</p>	<p>8.1.12.D.1 8.1.12.F.1</p>	<ul style="list-style-type: none"> <li>participate in a primary source analysis after reading: <i>The Prince</i> by Niccolo Machiavelli.</li> <li>create a children’s book that identifies and examines the impact of exploration on Asia, Europe, Africa, and the Americas.</li> <li>view “The Mission” and discuss the European influence on South Americans.</li> <li>create tombstones for significant scientific thinkers which will highlight their accomplishments.</li> </ul>	<p>Teacher evaluation of analysis</p> <p>Teacher-generated rubric</p> <p>Movie analysis packet</p> <p>Teacher-generated rubric</p>	

**UNIT II – New Economic and Political Institutions (16<sup>th</sup> – 19<sup>th</sup> 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.

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS S TECH	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<b>The student will be able to:</b>			<b>Students will:</b>		
7. examine how the Scientific Revolution and Enlightenment altered European’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 6.2.12.D.2.b	8.1.12.A.2	<ul style="list-style-type: none"> <li>complete a graphic organizer that will outline the views of significant Enlightenment thinkers such as Voltaire, Locke, Montesquieu, Rosseau, and Wollstonecraft and determine the impact each had on the American and French revolutionaries.</li> </ul>	Teacher observation of student analysis	Students may use 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.A.3.a RH.9-10.9		<ul style="list-style-type: none"> <li>listen to and examine the lyrics of the Beatles song “Revolution” and put into context with 18<sup>th</sup>/19<sup>th</sup> century revolutionaries.</li> </ul>	Teacher observation of student analysis and connections	

**UNIT II – New Economic and Political Institutions (16<sup>th</sup> – 19<sup>th</sup> Century) – Suggested Timeframe: 45 days**

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<b>The student will be able to:</b>			<b>Students will:</b>		

<p>9. compare and contrast significant political revolutions during the 16<sup>th</sup> - 19<sup>th</sup> centuries. (10)</p>	<p>6.2.12.A.3.b 6.2.12.A.3.c 6.2.12.A.3.d RH.9-10.7 RH.9-10.3 RH.9-10.8 WHST.9-10.1</p>	<p>8.1.12.A.2 8.1.12.F.1</p>	<ul style="list-style-type: none"> <li>• read and research various sources to create a graphic organizer that will compare and contrast the different political revolutions.</li> <li>• view segments of the History Channel's <i>The French Revolution</i> and determine the cause and effects.</li> <li>• conduct an interview with a classmate acting like a prominent Enlightenment thinker explaining your view.</li> </ul>	<p>Teacher rubric</p> <p>Movie analysis charts and summaries</p>	
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**UNIT II – New Economic and Political Institutions (16<sup>th</sup> – 19<sup>th</sup> Century) – Suggested Timeframe: 45 days (cont'd.)**

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p><b>The student will be able to:</b></p>			<p><b>Students will:</b></p>		
<p>10. examine how industrialization in Europe challenged traditional agrarian values. (11)</p>	<p>6.2.12.A.3.e 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.D.3.b RH.9-10.3</p>		<ul style="list-style-type: none"> <li>answer the following in a journal entry; How did industrialization affect European agriculture?</li> </ul>	<p>Teacher-generated rubric outlining requirements for the interview</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.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.D.3.b RH.9-10.3</p>	<p>8.1.12.A.2 8.1.12.F.1</p>	<ul style="list-style-type: none"> <li>create a PowerPoint® examining absolute monarchs and/or Enlightenment thinkers and how their actions lead to the emergence of industry.</li> <li>create a political cartoon depicting an event from the French Revolution.</li> </ul>	<p>Scored using specified criteria on a rubric</p> <p>Scored using teacher-create rubric</p>	<p>Students may use multimedia resources including the Internet for research</p>

**UNIT II – New Economic and Political Institutions (16<sup>th</sup> – 19<sup>th</sup> Century) – Suggested Timeframe: 45 days (cont’d.)**

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		

<p>12. evaluate the beneficial and detrimental effects of the Industrial Revolution on the world. (13)</p>	<p>6.2.12.A.3.e 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.D.3.b RH.9-10.9 WHST.9-10.1-5</p>		<ul style="list-style-type: none"> <li>• participate in a meeting of the Estates General – Are you a moderate, radical or loyal to the crown?</li> <li>• write a letter to an absolute monarch explaining why this system is best or needs to be abolished.</li> </ul>	<p>Scored using teacher-created rubric</p> <p>Written analysis</p> <p>Teacher-generated rubric</p>	
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**Unit 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.

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<b>The student will be able to:</b>			<b>Students will:</b>		
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	8.1.12.A.2	<ul style="list-style-type: none"> <li>• create a chart outlining reasons for and the effects of imperialism in Africa, Asia, Latin America, and the Middle East.</li> </ul>	Teacher-established criteria and rubrics	

<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 WHST.9-10.1-10</p>		<ul style="list-style-type: none"> <li>participate in a class debate on whether a powerful nation has the right to colonize the weaker nation.</li> </ul>	<p>Teacher-generated rubric</p>	<p>Students may use multimedia resources including the Internet for research</p>
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**Unit III – Struggle for Western Supremacy (1850 – 1914) – Suggested Timeframe – 25 days**

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p>			<p>Students will:</p>		

<p>15. define imperialism and compare and contrast its impact through the 16<sup>th</sup> – 20<sup>th</sup> 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.B.3.a 6.2.12.B.3.b 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.C.3.e 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"> <li>• create an original political cartoon satirizing imperialistic actions of the Europeans.</li> <li>• create a speech which advocates the independence of nation as during the 1840s.</li> </ul>	<p>Teacher-established criteria and rubrics</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 RH.9-10.1</p>	<p>8.1.12.F.1</p>	<ul style="list-style-type: none"> <li>• participate in a station activity which identifies the causes, methods and results of the Latin revolutions.</li> </ul>	<p>Teacher observation</p>	

**Unit 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.

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<b>The student will be able to:</b>			<b>Students will:</b>		
17. describe the political and ideological philosophies that impacted the 20 <sup>th</sup> century including fascism and communism/socialism. (18)	6.2.12.A.4.a 6.2.12.D.4.h RH.9-10.1 RH.9-10.2 RH.9-10.4	8.1.12.A.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>• create an outline explaining the political and ideological philosophies that impacted the 20<sup>th</sup> century.</li> </ul>	Completed timeline	Students may use 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.d 6.2.12.C.4.c RH.9-10.2 RH.9-10.4 WHST.9-10.1-5	8.1.12.A.1	<ul style="list-style-type: none"> <li>• design and create propaganda posters for the wars.</li> <li>• complete research and graphic organizer highlighting the causes and effects of both wars.</li> <li>• assess the provisions of the Treaty of Versailles and discuss possible consequences of the treaty.</li> </ul>	Written analysis  Completed graphic organizer  Written response	

<p>19. evaluate that impact that WWI and WWII had on the world. (20)</p>	<p>6.2.12.D.4.j 6.2.12.B.4.d 6.2.12.D.4 6.2.12.D.4.i RH.9-10.5</p>		<ul style="list-style-type: none"> <li>• create a map to highlight and analyze geographical change in the post-war world.</li> </ul>	<p>Teacher observation and monitoring of map skills</p>	
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**Unit IV – The World in Turmoil (1914 – 1945) – Suggested Timeframe – 10 days (continued)**

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p><b>The student will be able to:</b></p>			<p><b>Students will:</b></p>		
<p>20. analyze the impact of technology and propaganda during WWI and WWII. (21)</p>	<p>6.2.12.C.4.b 6.2.12.D.4.g RH.9-10.8 RH.9-10.9</p>	<p>8.1.A.12.A.2 8.1.A.12.F.1</p>	<ul style="list-style-type: none"> <li>• view selected clips from Discovery Streaming highlighting factors that led to the Russian Revolution.</li> <li>• 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.</li> <li>• create a propaganda war poster for WWII.</li> </ul>	<p>Teacher observation and segment analysis sheet</p> <p>Teacher observation and monitoring</p> <p>Scored using specified criteria and rubrics</p>	



**Unit 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.

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<b>The student will be able to:</b>			<b>Students will:</b>		
21. identify how women’s roles changed in the post war era. (22)	6.2.12.D.4.j RH.9-10.4	8.1.A.12.F.1	<ul style="list-style-type: none"> <li>research and create a multimedia presentation identifying the role of women in the post-war era.</li> </ul>	Teacher-generated rubric	Students may use multimedia resources including the Internet for research
22. analyze the political and economic outcomes of WWII leading to the Cold War. (23)	6.2.12.A.5.a 6.2.12.B.5.a 6.2.12.B.5.b 6.2.12.C.5.a RH.9-10.7 RH.9-10.5		<ul style="list-style-type: none"> <li>create a map that highlights the new nations created in post-WWII.</li> <li>participate in a class discussion that will evaluate the effectiveness of either NATO or the UN in this era.</li> </ul>	Teacher monitoring of map skills  Teaching monitoring and observation	

<p>23. analyze the impact of communism in various areas of the world, Europe, Asia and Latin America. (24)</p>	<p>6.2.12.C.5.e 6.2.12.B.5.a RH.9-10.8 RH.9-10.10</p>	<p>8.1.A.12.F.1</p>	<ul style="list-style-type: none"> <li>• conduct research in preparation for a class discussion that will examine the impact of communism in various areas of the world.</li> </ul>	<p>Teacher-generated rubric</p>	
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**Unit V – A Divided World: The Cold War (2th Century) – Suggested Timeframe – 10 days (continued)**

<p><b>PROFICIENCIES/OBJECTIVES</b></p>	<p><b>STANDARDS</b></p>	<p><b>NJSLS TECH LIT.</b></p>	<p><b>SUGGESTED ACTIVITIES</b></p>	<p><b>EVALUATION/ ASSESSMENT</b></p>	<p><b>TEACHER NOTES</b></p>
<p><b>The student will be able to:</b></p>			<p><b>Students will:</b></p>		
<p>24. judge the effectiveness of the transition from colonized to independent African nations. (25)</p>	<p>6.2.12.D.5.a 6.2.12.A.5.d RH.9-10.9 RH.9-10.7</p>		<ul style="list-style-type: none"> <li>• create a Venn diagram on the decolonization in African nations comparing peaceful decolonization to that of violence in order to achieve independence.</li> </ul>	<p>Teacher-generated rubric</p>	

25. analyze the rise of modern nation states in Asia including China, Japan, and Korea. (26)	6.2.12.D.5.a 6.2.12.B.5.d RH.9-10.7	8.1.A.12.A.1	<ul style="list-style-type: none"> <li>• create a graphic organizer and bar graph showcasing various aspects and changes in population, economy, and government.</li> </ul>	Teacher-generated rubric	
26. describe the political, social and economic outcomes of post-WWII Latin America. (27)	6.2.12.D.5.a RH.9-10.4	8.1.A.12.F.1 8.1.A.12.A.2	<ul style="list-style-type: none"> <li>• complete research and create a multimedia presentation focusing on the political, social, and economic outcomes for post-WWII Latin America.</li> </ul>	Teacher-generated rubric	Students may use multimedia resources including the Internet for research
27. analyze the impact of the creation and existence new countries and how their creation impacted the world economy. (28)	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	<ul style="list-style-type: none"> <li>• research and discuss the impact the creation of Israel had on the world with a focus on world geography and politics, and economy</li> </ul>	Completed research guide  Teacher observation	Utilize the Tablet PC to view various maps

**Unit VI - A New World Order (21<sup>st</sup> 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).

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<b>The student will be able to:</b>			<b>Students will:</b>		
28. demonstrate the effects of technology, communication, and global interactions on the individual and our perception of humaneness. (29)	6.2.12.D.5.c 6.2.12.C.6.d RH.9-10.8	8.1.12.C.1	<ul style="list-style-type: none"> <li>research a developing nation to determine the effects of technology, communication, and global interactions.</li> </ul>	Written analysis	
29. describe historical examples of prejudice and genocide based on religious and cultural differences (i.e., Bosnia, Africa, Europe, Middle East). (30)	6.2.12.A.5.d 6.2.12.A.5.e RH.9-10.9	8.1.12.F.1	<ul style="list-style-type: none"> <li>small groups study a different act of genocide and share their findings with the class.</li> </ul>	Teacher-created rubric	Students may use multimedia resources including the Internet for research
30. evaluate the impact of terrorism on the world stability and the prospect of peace. (31)	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	<ul style="list-style-type: none"> <li>create a newspaper that shows various acts of terrorism from the 20<sup>th</sup> and 21<sup>st</sup> centuries.</li> </ul>	Teacher-created guidelines and rubric	
31. describe the various ways the world leaders have dealt with terrorism. (32)	6.2.12.A.6.d 6.3.12.C.1 RH.9-10.9		<ul style="list-style-type: none"> <li>participate in a debate focusing on the various approaches world leaders could have taken to combat terrorism.</li> </ul>	Teacher-created guidelines and rubric	

**Unit VI - A New World Order (21<sup>st</sup> Century) – Suggested Timeframe – 30 days (continued)**

PROFICIENCIES/OBJECTIVES	STANDARDS	NJSLS TECH LIT.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<b>The student will be able to:</b>			<b>Students will:</b>		

<p>32. analyze the trends in the direction of a global economy and culture. (33)</p>	<p>6.2.12.B.6.a 6.2.12.C.6.c 6.2.12.C.6.b RH.9-10.4</p>		<ul style="list-style-type: none"> <li>• create a collage of photographs from various forms of media that illustrates the global economy.</li> <li>• analyze contemporary music’s reflection of global concerns.</li> </ul>	<p>Criteria on teacher-created guidelines/rubric</p> <p>Written lyrics and analysis</p>	
<p>33. analyze current global problems. (34)</p>	<p>6.2.12.D.6.a 6.2.12.A.6.a 6.3.12.C.1 RH.9-10.6 WHST.9-10.1-10</p>		<ul style="list-style-type: none"> <li>• create a graphic organizer that analyzes the role each of the following individuals has had on the world in regards to political views, contributions – both positive and negative within the last decade – current location, and views on nuclear weaponry and terrorism Osama Bin Laden, George W. Bush, Sinn Fein Leader Gerry Adams, and King Abdullah of Jordan, and Netanyahu of Israel.</li> <li>• Write an essay responding to the following: In your opinion, which leader has been most ineffective and why?</li> </ul>	<p>Teacher-guided discussion</p> <p>Teacher-created rubric</p>	

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**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, and
5. a works cited page identifying the resources that were used, including pictures.

**A U T H E N T I C A S S E S S M E N T R U B R I C**

Response Level	Levels of Performance
<b>Expert</b>	<p><b>Generally accurate, complete and clear</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• There is evidence that the student has a clear understanding of key concepts and procedures.</li> <li>• Student work and explanations are clear.</li> <li>• Additional illustrations or information, if present, enhance communication.</li> <li>• Answers for all parts are correct or reasonable.</li> </ul>
<b>Practitioner</b>	<p><b>Partially accurate, complete, and clear</b></p> <ul style="list-style-type: none"> <li>• Some parts of the task are successfully completed; other parts are attempted and their intents addressed, but they are not successfully completed.</li> <li>• There is evidence that the student has partial understanding of key concepts and procedures.</li> <li>• Some student work and explanations are clear, but it is necessary to make inferences to understand the response.</li> <li>• Additional illustrations or information, if present, may not enhance communication significantly.</li> <li>• Answers for some parts are correct, but partially correct or incorrect for others.</li> </ul>
<b>Emerging</b>	<p><b>Minimally accurate, complete, and clear</b></p> <ul style="list-style-type: none"> <li>• A part (or parts) of the task is (are) addressed with minimal success, while other parts are omitted or incorrect.</li> <li>• There is minimal or limited evidence that the student understands concepts and procedures.</li> <li>• Student work and explanations may be difficult to follow, and it is necessary to fill in the gaps to understand the response.</li> <li>• Additional illustrations or information, if present, do not enhance communication and may be irrelevant.</li> <li>• Answers to most parts are incorrect.</li> </ul>

<b>Novice</b>	<p><b>Not accurate, complete, and clear</b></p> <ul style="list-style-type: none"> <li>• No part of the task is completed with any success.</li> <li>• There is little, if any, evidence that the student understands key concepts and procedures.</li> <li>• Student work and explanations are very difficult to follow and may be incomprehensible.</li> <li>• Any additional illustrations, if present, do not enhance communication and are irrelevant.</li> <li>• Answers to all parts are incorrect.</li> </ul>
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### Example of an Oral Speech Summative Assessment Rubric

Expectations	Beginning	Developing	Proficient	Accomplished
<p><b>Introduction</b> 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><b>Quality of Delivery</b> 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 &amp; 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 &amp; 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 &amp; 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><b>Content &amp; Purpose</b> 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>

**Example of an Oral Speech Summative Assessment Rubric (continued)**

<b>Closing</b>	Closure is not evident	Closure is evident by unifying the most of the speech & reminding audience of the significance of the topic	Closure is evident by unifying the speech & reminding audience of the significance of the topic	Closure is evident by unifying the entire speech & reminding audience of the significance & relevancy of the topic
	Did not summarize the main points of the speech	Somewhat memorable Summarized points and brought the audience back to your original argument	Memorable Summarized some of the main points and brought the audience back to your original argument	Memorable Summarized main points and brought the audience back to your original argument  Provided further food for thought for the audience
	Not memorable			

Grade: \_\_\_\_\_

Feedback & Guidance:

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**Formative Assessment Rubric Sample – the Thesis**

<b>Expectations</b>	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>
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<p><b><u>Address the question</u></b> Student creates a thesis based on the terms of the question.</p>	<p>*Provides a response that may or may not address the time period, but does not focus on the question asked.</p>	<p>*Provides a response that addresses the time period and partially focuses on the question.</p>	<p>*Provides a response that addresses the time period and the question asked.</p>	<p>*Provides a response that not only addresses the time period and the question asked, but also analyzes the context of the question.</p>
<p><b><u>Outlines the argument</u></b> Student uses 2-3 supporting categories of evidence to support the thesis.</p>	<p>* Does not provide any arguments that are relevant to the question asked.</p>	<p>* provides one supporting argument to the question asked, but others are not provided or irrelevant.</p>	<p>* Provides 2-3 supporting arguments that are relevant to the question asked.</p>	<p>*Provides not only 2-3 arguments that are relevant to the question asked, but chose the strongest and most compelling possible argument.</p>
<p><b><u>Grammar and Mechanics</u></b> Student uses appropriate word usage, sentence structure, and punctuation to create an effective thesis.</p>	<p>*No Sentence Structure. *Inappropriate word choice. *Poor grammar and spelling.</p>	<p>*Simple sentence structure. *Occasional misused word choice. *Spelling and grammar errors that detract from the overall argument.</p>	<p>*Strong sentence structure. *Appropriate word choice and usage. * Minor spelling and grammar errors that do not detract from the overall argument.</p>	<p>*Uses complex sentence structure. * Appropriate and Persuasive word choice and usage. * No spelling and grammar errors.</p>

**Feedback Checklist:**

- \_\_\_ Thesis is unclear
- \_\_\_ Does not address the question asked
- \_\_\_ Poor Word Choice
- \_\_\_ Arguments cannot be adequately supported with historical evidence
- \_\_\_ Thesis is focused, however one of your arguments could be stronger
- \_\_\_ Thesis is focused and your arguments can be well-supported with historical evidence

**Other Comments:**





## **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	<a href="#">English Language Arts</a>	May 4, 2016	September 2017
6	<a href="#">Social Studies</a>	July 9, 2014	September 2015
8	<a href="#">Technology</a>	October 1, 2014	September 2015
9	<a href="#">21st Century Life and Careers</a>	October 1, 2014	September 2015

## **APPENDIX C      CURRICULUM MODIFICATIONS AND ADAPTATIONS**

## **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.