



Burlington County Institute of Technology

Medford Campus

Westampton Campus

AP World History

Board Approval Date: August, 2023



Course Description

Advanced Placement World History is a challenging course of one full semester plus a quarter of a blended learning class with a large independent study component. The course is woven around the investigation of six selected themes woven into key concepts covering distinct chronological periods from 1200 C.E. to the present. This investigation involves consistent use of historical thinking skills and a large amount of writing. AP World History is equivalent to an introductory college survey course. The course has a three-fold purpose. First, it is designed to prepare students for successful placement into higher-level college and university history courses. Second, it is designed to develop skills of analysis and thinking in order to prepare students for success in their future. Finally, it is the intent of this class to make the learning of world history an enjoyable experience. Students will be able to show their mastery of the course goals by taking part in the College Board AP World History Exam in May.

Table of Contents

[Pacing Guide](#)

[Curriculum Maps](#)

[Unit 1: The Global Tapestry \(Approx. 2 weeks\)](#)

[Unit 2: Networks of Exchange \(Approx. 2 weeks\)](#)

[Unit 3: Land Based Empires \(Approx. 2 weeks\)](#)

[Unit 4: Transoceanic Interconnections \(Approx. 3 weeks\)](#)

[Unit 5: Revolutions \(Approx. 3 weeks\)](#)

[Unit 6: Consequences of Industrialization \(Approx. 3 weeks\)](#)

[Unit 7: Global Conflict \(Approx. 3 weeks\)](#)

[Unit 8: Cold War and Decolonization \(Approx. 5 weeks\)](#)

[Unit 9: Globalization \(Approx. 4 weeks\)](#)

[Appendix A: Culturally Relevant Pedagogy Examples](#)

[Appendix B: English Language Learners](#)

[Appendix C: Differentiated Instruction](#)

[Appendix D: Enrichment](#)

[Appendix E: Resources](#)

[Appendix F: Climate Change Curriculum Statement](#)



Pacing Guide

Unit	Standards	Weeks
Unit 1: The Global Tapestry	<ul style="list-style-type: none">6.2.8.CivicsPI.4.a, 6.2.8.CivicsDP.4.a6.2.8.GeoHE.4.a, 6.2.8.GeoHP.4.c6.2.8.EconNE.4.a6.2.8.HistoryCC.4.a, 6.2.8.HistoryCC.4.b, 6.2.8.HistoryCC.4.f, 6.2.8.HistoryCC.4.g	Approx. 2 weeks
Unit 2: Networks of Exchange	<ul style="list-style-type: none">6.2.8.GeoHE.4.a, 6.2.8.GeoHP.4.a, 6.2.8.GeoHP.4.b, 6.2.8.GeoHP.4.c, 6.2.8.GeoGI.4.a, 6.2.8.GeoSV.4.a6.2.8.HistoryCC.4.c, 6.2.8.HistoryCC.4.d	Approx. 2 weeks
Unit 3: Land Based Empires	<ul style="list-style-type: none">6.2.12.GeoGE.1.a6.2.12.HistoryCC.1.e6.2.12.CivicsPR.2.b	Approx. 2 weeks
Unit 4: Transoceanic Interconnections	<ul style="list-style-type: none">6.2.12.GeoSV.1.a, 6.2.12.GeoPP.1.a, 6.2.12.GeoGE.1.a, 6.2.12.GeoGE.1.b, 6.2.12.GeoGE.1.c, 6.2.12.GeoGE.1.d6.2.12.HistoryCC.1.a, 6.2.12.HistoryCC.1.b, 6.2.12.HistoryCC.1.c, 6.2.12.HistoryCC.1.d, 6.2.12.HistoryCC.1.f, 6.2.12.HistoryCC.1.g, 6.2.12.HistoryCC.2.a, 6.2.12.HistoryCC.2.c, 6.2.12.HistoryCC.2.b6.2.12.EconGE.2.a	Approx. 3 weeks
Unit 5: Revolutions	<ul style="list-style-type: none">6.2.12.CivicsPR.2.a6.2.12.HistoryUP.2.a, 6.2.12.HistoryCC.3.a, 6.2.12.HistoryCC.3.b6.2.12.CivicsPI.3.a, 6.2.12.CivicsPD.3.a, 6.2.12.CivicsDP.3.a, 6.2.12.CivicsDP.3.b6.2.12.GeoGI.3.a6.2.12.EconGI.3.a, 6.2.12.EconET.3.b	Approx. 3 weeks
Unit 6: Consequences of Industrialization	<ul style="list-style-type: none">6.2.12.GeoGI.3.a6.2.12.EconGI.3.b, 6.2.12.EconGI.3.c6.2.12.HistoryUP.3.a, 6.2.12.HistoryCC.3.c	Approx. 3 weeks



Unit 7: Global Conflict	<ul style="list-style-type: none">• 6.2.12.CivicsPI.4.a, 6.2.12.CivicsHR.4.a, 6.2.12.CivicsPI.4.b• 6.2.12.GeoSP.4.a, 6.2.12.GeoSP.4.b, 6.2.12.GeoGI.4.a• 6.2.12.EconEM.4.a• 6.2.12.HistoryCC.4.a, 6.2.12.HistoryCC.4.b, 6.2.12.HistoryCC.4.c, 6.2.12.HistoryCC.4.e, 6.2.12.HistoryCC.4.f, 6.2.12.HistoryCC.4.g, 6.2.12.HistoryCC.4.h, 6.2.12.HistoryUP.4.a, 6.2.12.HistoryUP.4.b, 6.2.12.HistoryUP.4.c, 6.2.12.HistoryCA.4.c	Approx. 3 weeks
Unit 8: Cold War and Decolonization	<ul style="list-style-type: none">• 6.2.12.HistoryCC.4.d, 6.2.12.HistoryCA.4.a, 6.2.12.HistoryCA.4.b, 6.2.12.HistoryCC.5.a, 6.2.12.HistoryCC.5.c, 6.2.12.HistoryCC.5.b, 6.2.12.HistoryCC.5.e, 6.2.12.HistoryCC.5.h, 6.2.12.HistoryCC.5.f• 6.2.12.GeoPP.5.a, 6.2.12.GeoSV.5.a, 6.2.12.GeoGI.5.a• 6.2.12.EconET.5.a, 6.2.12.EconET.5.b	Approx. 5 weeks
Unit 9: Globalization	<ul style="list-style-type: none">• 6.2.12.CivicsPI.5.a, 6.2.12.CivicsHR.5.a, 6.2.12.CivicsPI.6.a, 6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b• 6.2.12.EconGE.5.a, 6.2.12.EconGE.6.a, 6.2.12.EconGE.6.b, 6.2.12.EconGE.6.c• 6.2.12.HistoryCC.5.d, 6.2.12.HistoryCC.5.g• 6.2.12.GeoPP.6.a, 6.2.12.HistoryCC.6.a	Approx. 4 weeks

Key

*- Amistad (N.J.S.A 18A:35-4.43)

** - Holocaust and Genocides (N.J.S.A 18A:35-28)

***- AAPI (N.J.S.A 18:A35-4.36a)



Curriculum Maps

Unit 1: The Global Tapestry (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSL

Explore the following themes as they pertain to the historical time period covered in the unit:

1. Cultural Developments and Interactions
2. Governance
3. Economic Systems
4. Social Interactions and Organization
5. Technology and Innovation

Develop the following historical thinking skills as they pertain to the content and themes covered in the unit:

1. Developments and processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections
6. Argumentation

Apply the reasoning processes as they pertain to the content and themes covered in the unit.

1. Comparison
2. Causation
3. Continuity and Change

NJSLS Standards:

- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas



corpus, and an independent judiciary).

- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
- 6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
- 6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.
- 6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

NJSLS for Literacy in History/ Social Studdies:

- RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, .RH.11-12.8, RH.11-12.9, RH.11-12.10,
- WHST.11-12.1, WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.1c, WHST.11-12.1d, WHST.11-12.1e, WHST.11-12.2, WHST.11-12.2a, WHST.11-12.2b, WHST.11-12.2c, WHST.11-12.2d, WHST.11-12.2e, WHST.11-12.4, WHST.11-12.5, WHST.11-12.6, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, WHST.11-12.10

Essential Questions:

- How was state building similar and different in different parts of the world from 1200 to 1450?
- How did religion and culture impact societies from 1200 to 1450?
- How did technology and agriculture impact the rise, fall and relative success of states during the period 1200 to 1450?

Students will know:



- Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.
- Chinese cultural traditions continued, and they influenced neighboring regions.
- Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.
- The economy of Song China became increasingly commercialized while continuing to depend on free peasant and artisanal labor.
- The economy of Song China flourished as a result of increased productive capacity, expanding trade networks, and innovations in agriculture and manufacturing.
- Islam, Judaism, Christianity, and the core beliefs and practices of these religions continued to shape societies in Africa and Asia.
- As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.
- Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis.
- Muslim states and empires encouraged significant intellectual innovations and transfers.
- Hinduism, Islam, and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia.
- State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.
- In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.
- In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach.
- Christianity, Judaism, Islam, and the core beliefs and practices of these religions continued to shape societies in Europe.
- Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.
- Europe was largely an agricultural society dependent on free and coerced labor, including serfdom.
- State formation and development demonstrated continuity, innovation, and diversity in various regions.
- As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity



- Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.
- State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.
- In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.
- In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.

Students will be able to:

- Explain the systems of government employed by Chinese dynasties and how they developed over time.
- Explain the effects of Chinese cultural traditions on East Asia over time
- Explain the effects of innovation on the Chinese economy over time.
- Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450.
- Explain the causes and effects of the rise of Islamic states over time.
- Explain the effects of intellectual innovation in Dar al-Islam.
- Explain how the various belief systems and practices of South and Southeast Asia affected society over time.
- Explain how and why various states of South and Southeast Asia developed and maintained power over time.
- Explain how and why states in the Americas developed and changed over time.
- Explain how and why states in Africa developed and changed over time.
- Explain how the beliefs and practices of the predominant religions in Europe affected European society.
- Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.
- Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.
- Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.

Assessment Evidence

Performance Tasks:

- Test (multiple-choice with stimulus and essay/short answer)
- Socratic seminar

Suggested Formative/Summative Assessments:

- Class discussions
- Use of graphic organizers
- Big-picture questions using textbook



- Project
- Major writing assignment (essay)

- Formative writing assignments

Learning Plan

Learning Activities:

- World traveler diary creation
- Reading and discussion of Easter Island chapter in Jared Diamond's "Collapse"
- Mansa Musa primary source analysis
- Socratic seminar on impact of Little Ice Age
- Socratic seminar on gender roles in Buddhism, Hinduism, and Islam
- Webquest on art and culture of the Song Dynasty
- LEQ Question: In the period from c. 1200-1450, the decline and reconstitution of empires in regions, such as the Mediterranean, Mesoamerica and Middle East affected the political and religious structure of empires. Develop an argument that evaluates the similarities and differences in how two of the following civilizations used religion as a governing tool:
- Parallel reading and evaluation of textbook author perspective on time period
- Stimulus (Primary Source, Secondary Source, Chart, Artifact, Map) response
- Formative writing activities(DBQ, Compare/Contrast, Change Over Time)
- Debate on empire strategies

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary related to historical content.
- Provide modified readings or adapted texts for



- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

- linguistic accessibility.
- Use scaffolding techniques to support understanding of historical texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 2: Networks of Exchange (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSL

Explore the following themes as they pertain to the historical time period covered in the unit:

1. Humans and the Environment
2. Cultural Developments and Interactions
3. Governance
4. Economic Systems
5. Technology and Innovation

Develop the following historical thinking skills as they pertain to the content and themes covered in the unit:

1. Developments and processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization



5. Making Connections
6. Argumentation

Apply the reasoning processes as they pertain to the content and themes covered in the unit.

1. Comparison
2. Causation
3. Continuity and Change

NJSLS Standards

- 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- 6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
- 6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
- 6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.
- 6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
- 6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty
- 6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.
- 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

Essential Questions:

- How did the rise of trade networks impact religion, technology, agriculture, health, the environment and states during the period 1200-1450?
- How did the Mongol Empire help to connect Europe and Asia during this time period, and to what extent was this empire the exception to broader trends?
- How and why did trade increase during the period 1200 to 1450?

Students will know:

- Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities.
- The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.
- Demand for luxury goods increased in AfroEurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.
- Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.
- The expansion of empires—including the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks.
- Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.
- Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the Indian Ocean, promoting the growth of powerful new trading cities.
- The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including the use of the compass, the astrolabe, and larger ship designs.
- The Indian Ocean trading network fostered the growth of states.
- In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.
- Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, including during Chinese maritime activity led by Ming Admiral Zheng He.
- The expansion and intensification of long distance trade routes often depended on environmental knowledge, including advanced knowledge of the monsoon winds.
- The growth of interregional trade was encouraged by innovations in existing transportation technologies.
- Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the trans-Saharan trade network.
- The expansion of empires—including Mali in West Africa—facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.
- Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well



as scientific and technological innovations.

- The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization, buoyed by rising productivity and expanding trade networks.
- As exchange networks intensified, an increasing number of travelers within AfroEurasia wrote about their travels.
- There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.
- Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.
- Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.

Students will be able to:

- Explain the causes and effects of growth of networks of exchange after 1200.
- Explain the process of state building and decline in Eurasia over time.
- Explain how the expansion of empires influenced trade and communication over time.
- Explain the significance of the Mongol Empire in larger patterns of continuity and change
- Explain the causes of the growth of networks of exchange after 1200
- Explain the effects of the growth of networks of exchange after 1200.
- Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.
- Explain the causes and effects of the growth of trans-Saharan trade.
- Explain how the expansion of empires influenced trade and communication over time.
- Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.
- Explain the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.
- Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.

Assessment Evidence

Suggested Performance Tasks:

Suggested Formative/Summative Assessments:



- Test (multiple-choice with stimulus and essay/short answer)
- Socratic seminar
- Projects
- Major writing assignment (essay).

- Class discussions
- Use of graphic organizers
- Big-picture questions using textbook
- Formative writing assignments
- Map assignment

Learning Plan

Learning Activities:

- DBQ analysis on “How Barbaric Were the Mongols”
- Intan shipwreck assignment
- Southernization (Lynda Shaffer) socratic seminar
- Silk Road Continuity/Change over time mini-DBQ
- Compare and contrast tribute systems DBQs
- LEQ: Analyze similarities and differences in TWO of the following trade networks in the period 1200 C.E. to 1450 C.E. Your response may include comparisons of biological, commercial, or cultural Exchanges. Indian Ocean, Trans-Saharan and Silk Road
- Project comparing causes of rise and fall of cities during this period

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary related to historical content.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support



- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

- understanding of historical texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 3: Land Based Empires (Approx. 2 weeks)

Desired Outcomes

Established Goals: NJSL

Explore the following themes as they pertain to the historical time period covered in the unit:

1. Cultural Developments and Interactions
2. Governance

Develop the following historical thinking skills as they pertain to the content and themes covered in the unit:

1. Developments and processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections
6. Argumentation

Apply the reasoning processes as they pertain to the content and themes covered in the unit.

1. Comparison
2. Causation
3. Continuity and Change



NJSLS Standards:

- 6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
- 6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
- 6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

NJSLS for Literacy in History/ Social Studies:

- RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, .RH.11-12.8, RH.11-12.9, RH.11-12.10
- WHST.11-12.1, WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.1c, WHST.11-12.1d, WHST.11-12.1e, WHST.11-12.2, WHST.11-12.2a, WHST.11-12.2b, WHST.11-12.2c, WHST.11-12.2d, WHST.11-12.2e, WHST.11-12.4, WHST.11-12.5, WHST.11-12.6, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, WHST.11-12.10

Essential Questions:

- How did rulers gain and maintain power from 1450 to 1750?
- How did religion impact states during this time period, including conflicts between branches of Christianity and Islam?
- How are empires during the period 1450-1750 similar and different to each other, and to empires that existed previously?

Students will know:

- Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.
- Land empires included the Manchu in Central and East Asia; the Mughal in South and Central Asia; the Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.
- Political and religious disputes led to rivalries and conflict between states.
- Recruitment and use of bureaucratic elites, as well as the development of military professionals, became



more common among rulers who wanted to maintain centralized control over their populations and resources

- Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.
- Rulers used tribute collection, tax farming, and innovative tax-collection systems to generate revenue in order to forward state power and expansion.
- The Protestant Reformation marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity
- Political rivalries between the Ottoman and Safavid empires intensified the split within Islam between Sunni and Shi'a.
- Sikhism developed in South Asia in a context of interactions between Hinduism and Islam.
- The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.
- In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.
- Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.
- Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.
- Land empires included the Manchu in Central and East Asia; Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.
- Political and religious disputes led to rivalries and conflict between states.

Students will be able to:

- Explain how and why various land-based empires developed and expanded from 1450 to 1750.
- Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.
- Explain continuity and change within the various belief systems during the period from 1450 to 1750.
- Compare the methods by which various empires increased their influence from 1450 to 1750.

Assessment Evidence

Suggested Performance Tasks:

Suggested Formative/Summative Assessments:



- Test (multiple-choice with stimulus and essay/short answer)
- Socratic seminar
- Project
- Major writing assignment (essay)

- Class discussions
- Use of graphic organizers,
- Big-picture questions using textbook
- Formative writing assignments

Learning Plan

Learning Activities:

- Monumental architecture comparison assignment
- Autopsy of an empire project
- Ottoman, Safavid and Mughal DBQ analysis
- Protestant and Catholic DBQ comparisons
- Thirty Years War analysis

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary related to historical content.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of historical texts.
- Include multimodal resources to cater to different learning styles.



- | | |
|---|---|
| <ul style="list-style-type: none">management plans and counseling.○ Modified curriculum to meet individual needs.○ Accommodations for physical disabilities, such as accessibility modifications. | <ul style="list-style-type: none">○ Offer sentence frames or language support tools for expressing ideas.○ Assess language proficiency regularly and provide feedback.○ Tailor accommodations to individual ELLs' needs and proficiency levels. |
|---|---|

Unit 4: Transoceanic Interconnections (Approx. 3 weeks)

Desired Outcomes

Established Goals: NJSL

Explore the following themes as they pertain to the historical time period covered in the unit:

1. Humans and the Environment
2. Cultural Developments and Interactions
3. Governance
4. Economic Systems
5. Social Interactions and Organization
6. Technology and Innovation

Develop the following historical thinking skills as they pertain to the content and themes covered in the unit:

1. Developments and processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections
6. Argumentation

Apply the reasoning processes as they pertain to the content and themes covered in the unit.

1. Comparison
2. Causation
3. Continuity and Change



NJSLS Standards:

- 6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century
- 6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
- 6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
- 6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.GeoGE.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- 6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.*
- 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- 6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.*
- 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).*
- 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- 6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.
- 6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- 6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).



- 6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.

NJSLS for Literacy History/ Social Studies:

- RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, .RH.11-12.8, RH.11-12.9, RH.11-12.10
- WHST.11-12.1, WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.1c, WHST.11-12.1d, WHST.11-12.1e, WHST.11-12.2, WHST.11-12.2a, WHST.11-12.2b, WHST.11-12.2c, WHST.11-12.2d, WHST.11-12.2e, WHST.11-12.4, WHST.11-12.5, WHST.11-12.6, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, WHST.11-12.10

Essential Questions:

- How did rulers gain and maintain power from 1450 to 1750?
- How did religion impact states during this time period, including conflicts between branches of Christianity and Islam?
- How are empires during the period 1450-1750 similar and different to each other, and to empires that existed previously?

Students will know:

- Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.
- Land empires included the Manchu in Central and East Asia; the Mughal in South and Central Asia; the Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.
- Political and religious disputes led to rivalries and conflict between states.
- Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources
- Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.
- Rulers used tribute collection, tax farming, and innovative tax-collection systems to generate revenue in order to forward state power and expansion.
- The Protestant Reformation marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity



- Political rivalries between the Ottoman and Safavid empires intensified the split within Islam between Sunni and Shi'a.
- Sikhism developed in South Asia in a context of interactions between Hinduism and Islam.
- The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.
- In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.
- Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.
- Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.
- Land empires included the Manchu in Central and East Asia; Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.
- Political and religious disputes led to rivalries and conflict between states.

Students will be able to:

- Explain how and why various land-based empires developed and expanded from 1450 to 1750.
- Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.
- Explain continuity and change within the various belief systems during the period from 1450 to 1750.
- Compare the methods by which various empires increased their influence from 1450 to 1750.

Assessment Evidence

Performance Tasks:

- Test (multiple-choice with stimulus and essay/short answer)
- Socratic seminar
- Project
- Major writing assignment (essay)

Suggested Formative/Summative Assessments:

- Class discussions
- Use of graphic organizers,
- Big-picture questions using textbook
- Formative writing assignments



Learning Plan

Learning Activities:

- Monumental architecture comparison assignment
- Autopsy of an empire project
- Ottoman, Safavid and Mughal DBQ analysis
- Protestant and Catholic DBQ comparisons
- Thirty Years War analysis

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary related to historical content.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of historical texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.



Unit 5: Revolutions (Approx. 3 weeks)

Desired Outcomes

Established Goals: NJSLS

Explore the following themes as they pertain to the historical time period covered in the unit:

1. Humans and the Environment
2. Cultural Developments and Interactions
3. Governance
4. Economic Systems
5. Social Interactions and Organization
6. Technology and Innovation

Develop the following historical thinking skills as they pertain to the content and themes covered in the unit:

1. Developments and processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections
6. Argumentation

Apply the reasoning processes as they pertain to the content and themes covered in the unit.

1. Comparison
2. Causation
3. Continuity and Change

NJSLS Standards:

- 6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.
- 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.



- 6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
- 6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- 6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
- 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- 6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
- 6.2.12.EconGI.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
- 6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
- 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

NJSLS for Literacy in History/ Social Studies:

- RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9, RH.11-12.10
- WHST.11-12.1, WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.1c, WHST.11-12.1d, WHST.11-12.1e, WHST.11-12.2, WHST.11-12.2a, WHST.11-12.2b, WHST.11-12.2c, WHST.11-12.2d, WHST.11-12.2e, WHST.11-12.4, WHST.11-12.5, WHST.11-12.6, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, WHST.11-12.10

Essential Questions:

- Why do revolutions occur, why do they fail or succeed, and when are they justified?
- How and why did the Industrial Revolution occur?
- How and why did revolutions impact society, technology, government and economic systems?

Students will know:

- Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.
- The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.
- Nationalism also became a major force shaping the historical development of states and empires.
- Enlightenment ideas and religious ideals influenced various reform movements. These reform movements contributed to the expansion of rights, as seen in expanded suffrage, the abolition of slavery, and the end of serfdom. *
- Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies.
- People around the world developed a new sense of commonality based on language, religion, social customs, and territory. This was sometimes harnessed by governments to foster a sense of unity.
- The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.
- Discontent with monarchist and imperial rule encouraged the development of systems of government and various ideologies, including democracy and 19th-century liberalism.
- Colonial subjects in the Americas led a series of rebellions inspired by democratic ideals. The American Revolution, and its successful establishment of a republic, the United States of America, was a model and inspiration for a number of the revolutions that followed. The American Revolution, the Haitian Revolution, and the Latin American independence movements facilitated the emergence of independent states in the Americas.
- The ideas of Enlightenment philosophers, as reflected in revolutionary documents— including the American Declaration of Independence during the American Revolution, the French “Declaration of the Rights of Man and of the Citizen” during the French Revolution, and Bolívar’s “Letter from Jamaica” on the eve of the Latin American revolutions— influenced resistance to existing political authority, often in pursuit of independence and democratic ideals.
- Newly imagined national communities often linked this new national identity with borders of the state, and in some cases, nationalists challenged boundaries or sought unification of fragmented regions.
- A variety of factors contributed to the growth of industrial production and eventually resulted in the Industrial Revolution, including:
 - Proximity to waterways; access to rivers and canals
 - Geographical distribution of coal, iron, and timber
 - Urbanization

- Improved agricultural productivity
- Legal protection of private property
- Access to foreign resources
- Accumulation of capital
- The development of the factory system concentrated production in a single location and led to an increasing degree of specialization of labor.
- The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions' share of global manufacturing during the first Industrial Revolution. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions' share in global manufacturing declined.
- As new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan.
- The development of machines, including steam engines and the internal combustion engine, made it possible to take advantage of both existing and vast newly discovered resources of energy stored in fossil fuels, specifically coal and oil. The fossil fuels revolution greatly increased the energy available to human societies.
- The "second industrial revolution" led to new methods in the production of steel, chemicals, electricity, and precision machinery during the second half of the 19th century.
- Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.
- As the influence of the Industrial Revolution grew, a small number of states and governments promoted their own state-sponsored visions of industrialization.
- The expansion of U.S. and European influence in Asia led to internal reform in Japan that supported industrialization and led to the growing regional power of Japan in the Meiji Era.
- Western European countries began abandoning mercantilism and adopting free trade policies, partly in response to the growing acceptance of Adam Smith's theories of laissez-faire capitalism and free markets.
- The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on new practices in banking and finance.
- The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.
- In response to the social and economic changes brought about by industrial capitalism, some governments, organizations, and individuals promoted various types of political, social, educational, and urban reforms.

- In industrialized states, many workers organized themselves, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers' movements and political parties emerged in different areas, promoting alternative visions of society.
- Discontent with established power structures encouraged the development of various ideologies, including those espoused by Karl Marx, and the ideas of socialism and communism.
- In response to the expansion of industrializing states, some governments in Asia and Africa, including the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of government or established elite groups.
- New social classes, including the middle class and the industrial working class, developed.
- While women and often children in working class families typically held wage-earning jobs to supplement their families' income, middle-class women who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development.
- The rapid urbanization that accompanied global capitalism at times led to a variety of challenges, including pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure to accommodate urban growth.
- The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.
- The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

Students will be able to:

- Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.
- Explain how the Enlightenment affected societies over time.
- Explain causes and effects of the various revolutions in the period from 1750 to 1900.
- Explain how environmental factors contributed to industrialization from 1750 to 1900.
- Explain how different modes and locations of production have developed and changed over time.
- Explain how technology shaped economic production over time.
- Explain the causes and effects of economic strategies of different states and empires.
- Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.
- Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.



- Explain how industrialization caused change in existing social hierarchies and standards of living.
- Explain the extent to which industrialization brought change from 1750 to 1900.

Assessment Evidence

Performance Tasks:

- Test (multiple-choice with stimulus and essay/short answer)
- Socratic seminar
- Project
- Major writing assignment (essay)
- Analysis assignments

Suggested Formative/Summative Assessments:

- Class discussions
- Use of graphic organizers
- Big-picture questions using textbook
- Formative writing assignments

Learning Plan

Learning Activities:

- Writing a Comparison Essay on the roles of Women from 1750 to 1900—East Asia, Western Europe, South Asia, Middle East
- Urban Game
- French Revolution Documentary, Causes DBQ Essay
- Haitian Revolution Documentary, DBQ and WebQuest
- LEQ: Analyze the political and economic impacts in TWO of the following revolutions
 - American Revolution (1775-1781)
 - French Revolution (1789-1799)
 - The Haitian Revolution (1791-1803)
- Russia and Japan DBQ research paper
- Woodblock Print Analysis for Meiji Restoration
- Capitalism and Communism debate
- Apply Enlightenment and other revolutionary thinkers' ideas to modern debates/issues
- Industrialization presentation creation

Accommodations



Special Education/ 504/ At Risk Students
Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary related to historical content.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of historical texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit6: Consequences of Industrialization (Approx. 3 weeks)

Desired Outcomes

Established Goals: NJSL

Explore the following themes as they pertain to the historical time period covered in the unit:

1. Humans and the Environment



2. Cultural Developments and Interactions
3. Governance
4. Economic Systems
5. Social Interactions and Organization

Develop the following historical thinking skills as they pertain to the content and themes covered in the unit:

1. Developments and processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections
6. Argumentation

Apply the reasoning processes as they pertain to the content and themes covered in the unit.

1. Comparison
2. Causation
3. Continuity and Change

NJSLS Standards:

- 6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
- 6.2.12.EconGI.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
- 6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- 6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Essential Questions:

- How did industrialization impact the world?



- How and why did imperialism grow during the period 1750 to 1900, how was it justified, and what impacts did it have?
- How and why did migration patterns change from 1750 to 1900?

Students will know:

- A range of cultural, religious, and racial ideologies were used to justify imperialism, including Social Darwinism, nationalism, the concept of the civilizing mission, and the desire to religiously convert indigenous populations.
- Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities.
- European states as well as the United States and Japan acquired territories throughout Asia and the Pacific, while Spanish and Portuguese influence declined.
- Many European states used both warfare and diplomacy to expand their empires in Africa.
- Europeans established settler colonies in some parts of their empires.
- The United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.
- Increasing questions about political authority and growing nationalism contributed to anticolonial movements.
- Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.
- Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.
- The need for raw materials for factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.
- Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America.
- Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.
- Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.

- Because of the nature of new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies.
- Many individuals chose freely to relocate, often in search of work.
- The new global capitalist economy continued to rely on coerced and semicoerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor***
- Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.
- Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments.***
- Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders.
- The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.
- As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.
- The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.
- As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly

Students will be able to:

- Explain how ideologies contributed to the development of imperialism from 1750 to 1900.
- Compare processes by which state power shifted in various parts of the world from 1750 to 1900.
- Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.
- Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.
- Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.
- Explain how various environmental factors contributed to the development of varied patterns of migration



from 1750 to 1900.

- Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900
- Explain how and why new patterns of migration affected society from 1750 to 1900.
- Explain the relative significance of the effects of imperialism from 1750 to 1900.

Assessment Evidence

Performance Tasks:

- Test (multiple-choice with stimulus and essay/short answer)
- Socratic seminar
- Project, Major writing assignment (essay)
- Project

Suggested Formative/Summative Assessments:

- Class discussions
- Use of graphic organizers
- Big-picture questions using textbook
- Formative writing assignments

Learning Plan

Learning Activities:

- Students will write a change and continuity over time essay evaluating changes in production of goods from 1000 to 1900 in the Eastern Hemisphere
- Parallel Reading-student will read textbook and trace the development of civilization in each region utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture
- Students will analyze five political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors in empire building in this time period
- Students will analyze tables showing increased urbanization in various parts of the world to consider connections between urbanization and industrialization
- Students will identify and evaluate diverse historical interpretations regarding the rise of the West utilizing Kenneth Pomeranz's *The Great Divergence* (Princeton, 2000) and Jack Goldstone's *Why Europe? The Rise of the West in World History* (McGraw Hill, 2008)



- Utilizing a series of documents, maps and charts in the released DBQ about indentured servitude on in the 19th and 20th centuries, students will assess the connections between abolition of plantation slavery and increased migrations from Asian countries to the Americas***
- Scramble for Africa simulation
- Discussion questions on migration
- Opium War DBQ
- Rebellions jigsaw presentations

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary related to historical content.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of historical texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 7: Global Conflict (Approx. 3 weeks)

Desired Outcomes

Established Goals: NJSL

Explore the following themes as they pertain to the historical time period covered in the unit:

1. Governance
2. Economic Systems
3. Social Interactions and Organization
4. Technology and Innovation

Develop the following historical thinking skills as they pertain to the content and themes covered in the unit:

1. Developments and processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections
6. Argumentation

Apply the reasoning processes as they pertain to the content and themes covered in the unit.

1. Comparison
2. Causation
3. Continuity and Change

NJSLS Standards:

- 6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
- 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. **
- 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide. **



- 6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
- 6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.
- 6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
- 6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- 6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
- 6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
- 6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
- 6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. **
- 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. **
- 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.



NJSLS for Literacy in History/ Social Studies:

- RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, .RH.11-12.8, RH.11-12.9, RH.11-12.10
- WHST.11-12.1, WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.1c, WHST.11-12.1d, WHST.11-12.1e, WHST.11-12.2, WHST.11-12.2a, WHST.11-12.2b, WHST.11-12.2c, WHST.11-12.2d, WHST.11-12.2e, WHST.11-12.4, WHST.11-12.5, WHST.11-12.6, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, WHST.11-12.10

Essential Questions:

- What were the causes and effects of World War I and World War II?
- How did responses to economic crisis impact nations?
- What are the causes and consequences of mass atrocities and genocide? **
- How and why has warfare changed in the 20th and 21st centuries?

Students will know:

- The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.
- The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.
- States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.
- The causes of World War I included imperialist expansion and competition for resources. In addition, territorial and regional conflicts combined with a flawed alliance system and intense nationalism to escalate the tensions into global conflict.
- World War I was the first total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies) for the purpose of waging war.
- New military technology led to increased levels of wartime casualties.
- Following World War I and the onset of the Great Depression, governments began to take a more active role in economic life.
- In the Soviet Union, the government controlled the national economy through the Five Year Plans, often implementing repressive policies, with negative repercussions for the population.



- Between the two world wars, Western and Japanese imperial states predominantly maintained control over colonial holdings; in some cases, they gained additional territories through conquest or treaty settlement and in other cases faced anti-imperial resistance.
- The causes of World War II included the unsustainable peace settlement after World War I, the global economic crisis engendered by the Great Depression, continued imperialist aspirations, and especially the rise to power of fascist and totalitarian regimes that resulted in the aggressive militarism of Nazi Germany under Adolf Hitler.
- World War II was a total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including fascism and communism to mobilize all of their state's resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond.
- New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of "total war" led to increased levels of wartime casualties.
- The rise of extremist groups in power led to the attempted destruction of specific populations, notably the Nazi killing of the Jews in the Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence.**
- Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.
- Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.

Students will be able to:

- Explain how internal and external factors contributed to change in various states after 1900.
- Explain the causes and consequences of World War I.
- Explain how governments used a variety of methods to conduct war.
- Explain how different governments responded to economic crisis after 1900.
- Explain the continuities and changes in territorial holdings from 1900 to the present.
- Explain the causes and consequences of World War II.
- Explain similarities and differences in how governments used a variety of methods to conduct war.
- Explain the various causes and consequences of mass atrocities in the period from 1900 to the present. **
- Explain the relative significance of the causes of global conflict in the period 1900 to the present.



Assessment Evidence

Performance Tasks:

- Test (multiple-choice with stimulus and essay/short answer)
- Socratic seminar, project
- Major writing assignment (essay)

Suggested Formative/Summative Assessments:

- Class discussions
- Use of graphic organizers
- Big-picture questions using textbook
- Formative writing assignments

Learning Plan

Learning Activities:

- Cambodia and Rwanda genocide research paper **
- World War I and World War II propaganda poster analysis
- LEQ on Russian, Mexican and Chinese revolutions in 20th century
- Global response to Great Depression comparison
- Causes of WWI DBQ Essay
- The World Wars History Channel Series
- War Crimes Analysis **

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary related to historical content.
- Provide modified readings or adapted texts for linguistic accessibility.



provided lecture notes.

- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

- Use scaffolding techniques to support understanding of historical texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Unit 8: Cold War and Decolonization (Approx. 5 weeks)

Desired Outcomes

Established Goals: NJSL

Explore the following themes as they pertain to the historical time period covered in the unit:

1. Cultural Developments and Interactions
2. Governance
3. Economic Systems
4. Social Interaction and Organization

Develop the following historical thinking skills as they pertain to the content and themes covered in the unit:

1. Developments and processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections
6. Argumentation

Apply the reasoning processes as they pertain to the content and themes covered in the unit.

1. Comparison
2. Causation



3. Continuity and Change

NJSLS Standards:

- 6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- 6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
- 6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
- 6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
- 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- 6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
- 6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- 6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
- 6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China
- 6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- 6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- 6.2.12.HistoryCC.5.e: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- 6.2.12.HistoryCC.5.f: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in



India and determine how his methods were later used by people from other countries

- 6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

NJSLS for Literacy in History/Social Studies:

- RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, RH.11-12.8, RH.11-12.9, RH.11-12.10
- WHST.11-12.1, WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.1c, WHST.11-12.1d, WHST.11-12.1e, WHST.11-12.2, WHST.11-12.2a, WHST.11-12.2b, WHST.11-12.2c, WHST.11-12.2d, WHST.11-12.2e, WHST.11-12.4, WHST.11-12.5, WHST.11-12.6, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, WHST.11-12.10

Essential Questions:

- How and why did the Cold War begin, and what were the global consequences in terms of government, culture, technology and tangential conflicts?
- How did economic choices post-World War II impact the trajectory of countries?
- How and why did decolonization happen in the 20th century, how successful was it, and what were the short- and long-term consequences?

Students will know:

- Hopes for greater self-government were largely unfulfilled following World War I; however, in the years following World War II, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states.
- Technological and economic gains experienced during World War II by the victorious nations shifted the global balance of power.
- The global balance of economic and political power shifted during and after World War II and rapidly evolved into the Cold War. The democracy of the United States and the authoritarian communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe.
- Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.
- The Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia.

- As a result of internal tension and Japanese aggression, Chinese communists seized power. These changes in China eventually led to communist revolution.
- In communist China, the government controlled the national economy through the Great Leap Forward, often implementing repressive policies, with negative repercussions for the population.
- Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism or socialism.
- Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.
- After the end of World War II, some colonies negotiated their independence, while others achieved independence through armed struggle.
- Regional, religious, and ethnic movements challenged colonial rule and inherited imperial boundaries. Some of these movements advocated for autonomy.
- The redrawing of political boundaries after the withdrawal of former colonial authorities led to the creation of new states.
- The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements, including those related to the Partition of India and the creation of the state of Israel.
- In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.
- The migration of former colonial subjects to imperial metropolises (the former colonizing country), usually in the major cities, maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.
- Although conflict dominated much of the 20th century, many individuals and groups—including states—opposed this trend. Some individuals and groups, however, intensified the conflicts.
- Groups and individuals challenged the many wars of the century, and some, such as Mohandas Gandhi, Martin Luther King Jr., and Nelson Mandela, promoted the practice of nonviolence as a way to bring about political change.*
- Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.
- Some movements used violence against civilians in an effort to achieve political aims.
- Advances in U.S. military and technological development, the Soviet Union's costly and ultimately failed invasion of Afghanistan, and public discontent and economic weakness in communist countries led to the end of the Cold War and the collapse of the Soviet Union.
- Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.



- The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.

Students will be able to:

- Explain the historical context of the Cold War after 1945.
- Explain the causes and effects of the ideological struggle of the Cold War.
- Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.
- Explain the causes and consequences of China's adoption of communism.
- Explain the causes and effects of movements to redistribute economic resources.
- Compare the processes by which various peoples pursued independence after 1900.
- Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.
- Explain the economic changes and continuities resulting from the process of decolonization.
- Explain various reactions to existing power structures in the period after 1900.
- Explain the causes of the end of the Cold War.
- Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.

Assessment Evidence

Performance Tasks:

- Test (multiple-choice with stimulus and essay/short answer)
- Socratic seminar
- Project
- Major writing assignment (essay)

Suggested Formative/Summative Assessments:

- Class discussions
- Use of graphic organizers
- Big-picture questions using textbook
- Formative writing assignments
- Map assignment

Learning Plan

Learning Activities:

- Independence movement case studies



- Israel-Palestine socratic seminar
- Global revolutions and rebellions assignment
- MLK, Mandela and Gandhi DBQ comparison
- Communism and women's rights DBQ
- Cold War timeline creation

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary related to historical content.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of historical texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.



Unit 9: Globalization (Approx. 4 weeks)

Desired Outcomes

Established Goals: NJSLS

Explore the following themes as they pertain to the historical time period covered in the unit:

1. Humans and the Environment
2. Cultural Developments and Interactions
3. Governance
4. Economic Systems
5. Social Interactions and Organization
6. Technology and Innovation

Develop the following historical thinking skills as they pertain to the content and themes covered in the unit:

1. Developments and processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections
6. Argumentation

Apply the reasoning processes as they pertain to the content and themes covered in the unit.

1. Comparison
2. Causation
3. Continuity and Change



NJSLS Standards:

- 6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
- 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
- 6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

NJSLS for Literacy in History/ Social Studies:

- RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.4, RH.11-12.5, RH.11-12.6, RH.11-12.7, .RH.11-12.8, RH.11-12.9, RH.11-12.10
- WHST.11-12.1, WHST.11-12.1a, WHST.11-12.1b, WHST.11-12.1c, WHST.11-12.1d, WHST.11-12.1e, WHST.11-12.2, WHST.11-12.2a,



WHST.11-12.2b, WHST.11-12.2c, WHST.11-12.2d, WHST.11-12.2e, WHST.11-12.4, WHST.11-12.5, WHST.11-12.6, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, WHST.11-12.10

Essential Questions:

- How and why has the world become more globally connected in the 20th and 21st centuries?
- Is globalization good or bad? What has the response been, and how have these changes redefined national and cultural identity?
- How have technology and the environment impacted the world in the last century?

Students will know:

- New modes of communication—including radio communication, cellular communication, and the internet—as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.
- Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.
- More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world.
- The Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.
- Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.
- Diseases, as well as medical and scientific developments, had significant effects on populations around the world.
- Diseases associated with poverty persisted while other diseases emerged as new epidemics and threats to human populations, in some cases leading to social disruption. These outbreaks spurred technological and medical advances. Some diseases occurred at higher incidence merely because of increased longevity.
- As human activity contributed to deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water, humans competed over these and other resources more intensely than ever before.
- The release of greenhouse gases and pollutants into the atmosphere contributed to debates about the nature and causes of climate change.

- In a trend accelerated by the end of the Cold War, many governments encouraged free-market economic policies and promoted economic liberalization in the late 20th century.
- In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America.
- Changing economic institutions, multinational corporations, and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.
- Rights-based discourses challenged old assumptions about race, class, gender, and religion.
- Illustrative examples of challenges to assumptions about race, class, gender, and religion:
- The U.N. Universal Declaration of Human Rights, especially as it sought to protect the rights of children, women, and refugees
- Global feminism movements
- Negritude movement
- Liberation theology in Latin America
- In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.
- Movements throughout the world protested the inequality of the environmental and economic consequences of global integration
- Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.
- Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.
- Consumer culture became globalized and transcended national borders.
- Responses to rising cultural and economic globalization took a variety of forms.
- Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.
- Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.
- States responded in a variety of ways to the economic challenges of the 20th century.
- Rights-based discourses challenged old assumptions about race, class, gender, and religion.
- In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.
- Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.
- Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.



- Consumer culture became globalized and transcended national borders.

Students will be able to:

- Explain how the development of new technologies changed the world from 1900 to present.
- Explain how environmental factors affected human populations over time.
- Explain the causes and effects of environmental changes in the period from 1900 to present.
- Explain the continuities and changes in the global economy from 1900 to present.
- Explain how social categories, roles, and practices have been maintained and challenged over time.
- Explain how and why globalization changed culture over time.
- Explain the various responses to increasing globalization from 1900 to present.
- Explain how and why globalization changed international interactions among states
- Explain the extent to which science and technology brought change in the period from 1900 to the present.

Assessment Evidence

Performance Tasks:

- Test (multiple-choice with stimulus and essay/short answer)
- Socratic seminar, project
- Major writing assignment (essay)

Suggested Formative/Summative Assessments:

- Class discussions
- Use of graphic organizers
- Big-picture questions using textbook
- Formative writing assignments

Learning Plan

Learning Activities:

- Current event analysis
- Globalization project
- Pop culture and advertisement project
- Green Revolution DBQ essay
- Thatcher compare/contrast essay
- Research assignment "The iDecade" Any technology that has impacted society



- Socratic seminars on global topics (women, consumerism) from Stearns book

Accommodations

Special Education/ 504/ At Risk Students Accommodations & Modifications:

- Extended time for assignments, tests, or exams.
- Preferential seating to minimize distractions.
- Access to assistive technology tools and software.
- Modified assignments to align with the student's abilities.
- Alternative assessment methods to demonstrate knowledge and skills.
- Note-taking assistance through laptops or provided lecture notes.
- Scheduled breaks or movement breaks for sensory or attention needs.
- Behavioral supports, including behavior management plans and counseling.
- Modified curriculum to meet individual needs.
- Accommodations for physical disabilities, such as accessibility modifications.

ELL:

- Provide English language support tools, such as dictionaries or language learning software.
- Use simplified language and visual aids to enhance comprehension.
- Incorporate cooperative learning activities to practice language skills.
- Pre-teach vocabulary related to historical content.
- Provide modified readings or adapted texts for linguistic accessibility.
- Use scaffolding techniques to support understanding of historical texts.
- Include multimodal resources to cater to different learning styles.
- Offer sentence frames or language support tools for expressing ideas.
- Assess language proficiency regularly and provide feedback.
- Tailor accommodations to individual ELLs' needs and proficiency levels.

Appendix A: Culturally Relevant Pedagogy Examples

BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

CONTENT INTEGRATION	KNOWLEDGE CONSTRUCTION	PREJUDICE REDUCTION	EQUITABLE PEDAGOGY	EMPOWERING SCHOOL CULTURE
Teachers use examples and content from a variety of cultures & groups.	Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.	Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.	Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.	Using the other four dimensions to create a safe and healthy educational environment for all.
<p>This unit / lesson is connected to other topics explored with students.</p> <p>There are multiple viewpoints reflected in the content of this unit / lesson.</p> <p>The materials and resources are reflective of the diverse identities and experiences of students.</p> <p>The content affirms students, as well as exposes them to experiences other than their own.</p>	<p>This unit / lesson provides context to the history of privilege and oppression.</p> <p>This unit / lesson addresses power relationships.</p> <p>This unit / lesson help students to develop research and critical thinking skills.</p> <p>This curriculum creates windows and mirrors* for students.</p>	<p>This unit / lesson help students question and unpack biases & stereotypes.</p> <p>This unit / lesson help students examine, research and question information and sources.</p> <p>The curriculum encourage discussion and understanding about the groups of people being represented.</p> <p>This unit / lesson challenges dominant perspectives.</p>	<p>The instruction has been modified to meet the needs of each student.</p> <p>Students feel respected and their cultural identities are valued.</p> <p>Additional supports have been provided for students to become successful and independent learners.</p> <p>Opportunities are provided for student to reflect on their learning and provide feedback.</p>	<p>There are opportunities for students to connect with the community.</p> <p>My classroom is welcoming and supportive for all students?</p> <p>I am aware of and sensitive to the needs of my students and their families.</p> <p>There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.</p>

Developed by Karla E. Vigil. Adapted with permission from James A. Banks, CULTURAL DIVERSITY AND EDUCATION: FOUNDATIONS, CURRICULUM, AND TEACHING (6th edition), New York: Routledge, 2016, page 5 and Gordon School Institute on Multicultural Practice.



Appendix B: English Language Learners

WIDA Levels:

At the given level of English language proficiency, English language learners will process, understand, produce or use

6- Reaching	<ul style="list-style-type: none"> Specialized or technical language reflective of the content areas at grade level A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level Oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> Specialized or technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.
4- Expanding	<ul style="list-style-type: none"> Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> General and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> General language related to the content area Phrases or short sentences Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> Pictorial or graphic representation of the language of the content areas Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support



Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment	
<ul style="list-style-type: none"> • Welcoming and stress-free • Respectful of linguistic and cultural diversity • Honors students' background knowledge • Sets clear and high expectations • Includes routines and norms • Is thinking-focused vs. answer-seeking • Offers multiple modalities to engage in content learning and to demonstrate understanding • Includes explicit instruction of specific language targets • Provides participation techniques to include all learners 	<ul style="list-style-type: none"> • Integrates learning centers and games in a meaningful way • Provides opportunities to practice and refine receptive and productive skills in English as a new language • Integrates meaning and purposeful tasks/activities that: <ul style="list-style-type: none"> ○ Are accessible by all students through multiple entry points ○ Are relevant to students' lives and cultural experiences ○ Build on prior mathematical learning ○ Demonstrate high cognitive demand ○ Offer multiple strategies for solutions ○ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn-and-Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

*from *Understanding the WIDA English Language Proficiency Standards. A Resource Guide*. 2007 Edition.. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.

Galina (Halla) Jmourko, ESOL Coach, PGCPs; 2015, Rvsd. 2016



Appendix C: Differentiated Instruction

Strategies to accommodate based on student individual needs::

1. Time/General
 - a. Extra time for assigned tasks
 - b. Adjust length of assignment
 - c. Timeline with due dates for reports and projects
 - d. Communication system between home and school
 - e. Provide lecture notes/outline
2. Processing
 - a. Extra Response time
 - b. Have students verbalize steps
 - c. Repeat, clarify or reword directions
 - d. Mini-breaks between tasks
 - e. Provide a warning for transitions
 - f. Partnering
3. Comprehension
 - a. Precise processes for balanced math instructional model
 - b. Short manageable tasks
 - c. Brief and concrete directions
 - d. Provide immediate feedback
 - e. Small group instruction
 - f. Emphasize multi-sensory learning
4. Recall
 - a. Teacher-made checklist
 - b. Use visual graphic organizers
 - c. Reference resources to promote independence
 - d. Visual and verbal reminders
 - e. Graphic organizers
5. Assistive Technology
 - a. Computer/whiteboard
 - b. Tape recorder
 - c. Video Tape
6. Tests/Quizzes/Grading
 - a. Extended time
 - b. Study guides
 - c. Shortened tests
 - d. Read directions aloud
7. Behavior/Attention
 - a. Consistent daily structured routine
 - b. Simple and clear classroom rules
 - c. Frequent feedback
8. Organization
 - a. Individual daily planner
 - b. Display a written agenda
 - c. Note-taking assistance
 - d. Color code materials



Appendix D: Enrichment

What is the purpose of enrichment?

The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum. Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity.

- Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths.
- Enrichment keeps advanced students engaged and supports their accelerated academic needs.
- Enrichment provides the most appropriate answer to the question, “What do you do when the student already knows it?”

Enrichment is ...	Enrichment is not...
<ul style="list-style-type: none">• Planned and purposeful• Different, or differentiated, work – not just more work• Responsive to students’ needs and situations• A promotion of high-level thinking skills and making connections within content• The ability to apply different or multiple strategies to the content• The ability to synthesize concepts and make real world and cross curricular connections• Elevated contextual complexity• Sometimes independent activities, sometimes direct instruction• Inquiry based or open-ended assignments and projects• Using supplementary materials in addition to the normal range of resources• Choices for students• Tiered/Multi-level activities with flexible groups (may change daily or weekly)	<ul style="list-style-type: none">• Just for gifted students (some gifted students may need intervention in some areas just as some other students may need frequent enrichment)• Worksheets that are more of the same (busywork)• Random assignments, games, or puzzles not connected to the content areas or areas of student interest• Extra homework• A package that is the same for everyone• Thinking skills taught in isolation• Unstructured free time



Appendix E: Resources

Textbook:

Bentley and Ziegler. 2014. Traditions and Encounters, 6th ed. United States: McGraw-Hill.



Appendix F: Climate Change Curriculum Statement

With the adoption of the 2020 New Jersey Student Learning Standards (NJSLS), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the 2016 NJSLS-English Language Arts (ELA) and Mathematics do not have specific climate change standards, districts may want to consider how they can design interdisciplinary climate change units that incorporate relevant ELA and mathematics standards.

Components of this are tagged throughout the curriculum as appropriate under the “Related Standards” section in each unit.