COURSE TITLE

World History

LENGTH

Full Year
Grade 9

DEPARTMENT

Social Studies

SCHOOL

DATE

Revision Date: 8/24/2020
Initial BOE Approval Date (Born on): 6/15/2015

World History

I.   Introduction/Overview/Philosophy

World History provides a historical perspective for understanding today's pluralistic and multicultural society. By examining the roots of the major cultures today, the student will better know and comprehend the interconnections and interdependencies prevalent throughout the modern world. This ninth-grade course will survey the major European and world civilizations, their historical and contemporary issues. The significant present economic, political, and cultural conditions will also be studied. A primary goal is the erosion of stereotyped thinking about people in the non-western world.

One of the major purposes of social studies education is to assist young people in developing and using skills effectively. With adequate command of skills, students can gain insights concerning their society and develop proper habits of social and intellectual behavior. These skills can be used both in and out of school.

This course fulfills the first-year social studies requirements for high school graduation and meets the New Jersey Student Learning Standards, the New Jersey LGBTQ+, Holocaust/Genocide and Amistad mandates.

II.   Objectives

Course Outline:

1. A brief review of the ancient World
    - Constructs of the Ancient world
        - cities and city-states
        - dynasty
        - polytheism/monotheism
        - writing & alphabet
        - legal codes
        - trade
    - Legacies of the Greek and Roman Empires
    - Legacies of the Chinese Empires

CONTEMPORARY APPLICATION: Connection to modern world
    - Chinese contacts with the western world (= cities, trade)
    - Ming & Qing Dynasties and isolationism (= dynasties)
    - Opium War, Taiping Rebellion (= trade)
    - Extraterritorial Rights, Boxer Rebellion (= legal codes, trade)
    - End of dynasties, Chinese nationalism (= legal codes, legacy)
    - WW2
    - Modern China

2. Islamic World & Middle Ages

- The fragmentation of the Greco-Roman World
- The feudal system
- Mohammed and the founding of Islam
- Political expansion of Islam East and West
- Religious divisions
    - Sunni/Shiite Muslims
- contributions of the Muslim Civilization
    - The Crusades as spread of civilization
- The Mongols
    - Gunpowder Empires: Ottomans, Safavids, Mughals
- The Black Death

CONTEMPORARY APPLICATION: Connection to modern world:
- Collapse of Gunpowder Empires (European colonization)
- Industrialization & Oil
- Terrorism & Modern Middle East
- Islam and international relations
- WMDs and pandemics

3. The European Renaissance and Reformation
- Italian city-states
    - Politics
    - Niccolo Machiavelli- *The Prince*
- Intellectual and cultural changes of the Renaissance
    - Individualism
    - Secularism
    - Humanism
    - art & literature
    - printing press
    - Northern Renaissance
- Criticisms of the Catholic Church
- Protestant Reformation
    - Martin Luther
    - John Calvin
- Catholic Reformation

4. Age of Exploration, Expansion & Isolation
- European Exploration
    - God, Glory, Gold
    - tools of exploration
    - trade empires of Spain, Portugal & European nations
- The impact of exploration and colonization
    - life in the Spanish colonies
    - conquistadors
- Atlantic Slave Trade

- o   triangular trade system
- o   the impact of colonization on Africa
- o   slavery in the US
- Columbian Exchange
- The Growth of mercantilism
  - o   Capitalism
  - o   joint stock companies
  - o   favorable balance of trade

CONTEMPORARY APPLICATION: Holocaust and Genocide Studies
- Slavery in history
- Armenian Genocide
- Famine in Ukraine
- The killing in Cambodia

5. Absolutism & Enlightenment
- The divine right of kings
- France- Louis XIV
- England
  - o   English Civil War
  - o   Constitutional monarchy
  - o   English Bill of Rights
- Scientific Revolution
  - o   Roots of modern science
  - o   Scientific thinking and principles
- Enlightenment
  - o   Enlightenment thinkers
  - o   Social and political views
  - o   Enlightenment views of the world

6. The French Revolution & Napoleon
- Causes
- Reign of Terror
- Napoleonic Age
- Congress of Vienna

CONTEMPORARY APPLICATION: Latin America
- emancipation of Latin America
- Contemporary Issues to be discussed: (see below for application)
  - o   Post War
  - o   Human Rights
  - o   spread of democracy in modern world
  - o   modern science and technology
- challenges facing Latin American countries
  - o   Poverty and living standards inequities

     o Repayment of foreign debt
     o Military dictatorships and individual rights
     o Political instability
     o Population pressures and environmental resource destruction

7. The Industrial Revolution
- Agricultural revolution
- Industrialization
- Advances in transportation, communication, etc.
- The industrial world vs. the non-industrial world
- Reforming the Industrial World
- The Second Industrial Revolution
- Contemporary Issues to be discussed: (see below for application)
    - Post War
    - Human Rights
    - spread of democracy in modern world
    - modern science and technology
    - current events

CONTEMPORARY APPLICATION- South Africa
- End of colonization, nationalism and independent political states (= post war)
- "banana republics" and capitalism in Africa
- Republic of South Africa- Apartheid (= human rights)
- Nelson Mandela (= spread of democracy)
- challenges facing modern Africa (= modern sci/tech, current events)

8. Age of Imperialism
- Reasons for imperialism
- *White Man's Burden*
- The colonization of Africa, Asia, and Latin America
- Lasting impacts of imperialism
- nationalist movements

CONTEMPORARY APPLICATION: India
- British Rule
- Mohandas Gandhi
- Hindu Nationalism
- partition of India and Pakistan
- recent developments and contemporary issues in India

Student Outcomes:

Helping students develop and effectively use a wide variety of skills is a central purpose of social studies. These skills are central to one's learning throughout life. A command of these tools will be of

assistance to students in understanding their society and in becoming productive members of the American community.
Students will be able to:
- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
- Evaluate evidence from primary and secondary sources
- Develop and practice debating skills
- Write a valid Document Based Essay
- Continue to develop research skills through the use of electronic sources, such as scholarly articles from online databases.
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Compare and contrast points of view from multiple authors or sources
- Recognize cause and effect
- Analyze and evaluate historical patterns of continuity and change over time.
- Identify, analyze and synthesize information on maps, charts, graphs, photos, etc.
- Analyze cartoons as a means of expressing viewpoints
- Identify and understand what constitutes differences and duration of various historical period
- Comprehend and understand historical chronology and timelines

New Jersey Student Learning Standards
CAREER READY PRACTICES
CRP1   Act as a responsible and contributing citizen and employee.
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP2   Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
CRP4   Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Strand A. Technology Operations and Concepts
      8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
Strand B. Creativity and Innovation
      8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
Strand C. Communication and Collaboration
      8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Strand D. Digital Citizenship
      8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.
Strand E. Research and Information Fluency
      8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
Strand B. Technology and Society
      8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
Strand D. Abilities for a Technological World
      8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

21ST CENTURY LIFE AND CAREERS
Standard 9.2 Career Awareness, Exploration, And Preparation
Strand C. Career Preparation:
      9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

6.2.12.A.1.a 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.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.C.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.C.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.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.C.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.C.1.e Determine the extent to which various technologies, (e.g., printing, the 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.D.1.a Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.

6.2.12.D.1.b 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.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.D.1.e 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.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

6.2.12.B.2.a Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

society

6.2.12.D.2.d 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.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

6.2.12.C.3.a Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.

6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

6.2.12.C.3.e 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.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.D.3.c Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

6.2.12.D.3.d 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.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

6.2.12.D.5.a 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.D.5.b 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.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

III.   Proficiency Levels

This course is designed for a heterogeneously grouped grade 9 class.

IV.   Methods of Assessment

Student Assessment
- Homework
- Class discussion
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers
- Tests and quizzes
- Document-based essays and free-response essays
- Class participation
- Quarterly Benchmark Assessments
- Debates/Socratic Seminars
- Project Based Assessments

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

V.   Grouping

There is no prerequisite for this course.

VI.   Articulation/Scope & Sequence/Time Frame

This is a ninth grade, full-year course which fulfills the first-year social studies requirements for high school graduation.

VII.   Resources

Texts/Supplemental Reading/References

- World History – The Human Journey Holt, Rinehart and Winston, 2005
- map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- DVD's – the social studies office and the high school library maintains DVD's for teacher/ student use for the appropriate units.
- Rutherford High School online data-base and internet resources
- Primary, secondary and supplemental readings
- Readings in World History Holt, Rinehart and Winston, 1999
- New Jersey Amistad Commission Resources- NJ Department of Education www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education www.nj.gov/education/holocaust/

VIII.   Suggested Activities

- Current Events
- Supplementary Reading
- Field trips determined by the teacher
- Film Critiques and Reactions
- Class Discussion
- Technology projects; Video-Documentary, iMovie, digital cameras
- Debates/Socratic Seminars
- Project Based Assessments
- Homework
- Note Taking
- Map Activities
- Research Presentations
- Integrating career studies into social studies topics being studied.
- Integrating local and NJ history into appropriate units

IX.   Methodologies

The teacher is expected to use visual, oral, and written components in the lessons to reach all students with different learning styles. The following are suggestions, not limits, as to what a teacher will do:

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD's

- ● Differentiated instruction
- ● Use of the Internet
- ● Additional readings, primary and secondary
- ● Debates/Socratic Seminars
- ● Project Based Assessments

X.   Interdisciplinary Connections

This course requires the use of reading comprehension skills. Students will also be completing written assignments that pertain to the material being presented. They will be asked to tie in literature, art and music when discussing different cultures across the world.

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- • Teacher notes/peer notes available upon request
- • Modified notes
- • Guided note-taking
- • Modified assessments
- • Multiple levels of questioning
- • Flipped Lessons
- • Guided questions
- • Visual learning activities
- • Graphic organizers
- • Jigsaw Activities
- • Oral and written assignments
- • Use of textbook
- • Multi-media approach to accommodate various learning styles
- • Authentic assessments
- • Small group instruction
- • Pinpointing essential vocabulary
- • Assessment of student learning occurs at regular intervals and takes many forms.
- • Rephrasing of prompts and essential questions
- • Partner and group presentations
- • Modification of content and student products
- • Glossary of key terms

Differentiation for Enrichment

- Interest-based content
- Real-world problems and scenarios
- Inquiry-based instruction
- Independent study
- Student-driven projects
- Recommended outside readings
- Critical/Analytical thinking tasks
- Internet research
- Provide extension activities
- Compacting of material based on mastery level
- Use of Khan Academy or other supplemental sites
- Alternate reading and response options
- Individual presentations
- Elevated Journal Prompts
- Student- choice on topics and presentation

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Ancient Civilizations • Review- What is History? Why do we study it? • Greece and Rome • Democracy • Legacy Contemporary Studies in the following areas discussing issues and topics during the 20th century: • China	5 weeks	*For Support:* • Teacher notes/peer notes available upon request • Modified notes • Modified Assessments *For Enhancement:* • Critical/Analytical thinking questions • Additional anthropological readings/questions • Student drive projects- (Students have choices within the newspaper project) • Internet Research (students will research various elements)	RH. 9-10.1 RH. 9-10.3 RH.9-10.4 RH.9-10.5 WHST.9-10.1B CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	*Formative Assessment:* • "What do historians do" activity and discussion • Elements of a Civilization Museum Walk • "What is democracy?" "Sparta vs Athens" Reading and questions • "Rome: Engineering an Empire" questions • Rome web quest • US/Rome comparison • Web-quest on the Ming and Qing dynasty • Development of India Graphic organizer *Summative Assessment* • Greece Newspaper Project • Rome Quiz • Current event research, discussion and debate • Benchmark Assessment- DBQ

Islamic World & The Middle Ages	5 weeks	*For Support:* • Jigsaw activities looking at various perspectives of the Crusades • Teacher notes/peer notes available upon request • Flipped Lessons (Crash Course Questions) • Visual learning (Medieval Art) • Modified Assessments *For Enhancement:* • Critical/Analytical thinking questions • Discussion of real world problems and scenarios • Comparison of the Gunpowder Empires to the present-day world using current event articles	RH. 9-10.1 RH. 9-10.3 RH.9-10.4 RH.9-10.5 WHST.9-10.1B CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	*Formative Assessment:* • Islamic Religion web quest • Map creation and critical thinking questions • Current day news articles assignment • "Crescent and the Cross" Video and Questions • Stations Activity- The RCC and Crusades • Sir Gawain and the Green Night primary document analysis • Feudalism journals • Black Death document analysis *Summative Assessment* • Middle Ages quiz • Middle Ages Scrapbook project • Chapter Test- (multiple choice, short answer, matching, essay) • Contemporary World research and presentations
Islamic World & The Middle Ages • The Rise of Islam • Geography of the Middle East • Ottomans • Safavids • Mughals • The Crusades • The Black Death • Feudalism Contemporary Studies in the following areas discussing issues and topics during the 20th century: • Middle East				
Unit 3: Renaissance & Reformation ● Italian vs. Northern Renaissance ● Humanism ● artistic, intellectual and cultural changes of the renaissance	5 Weeks	*For Support:* • Modified notes • Flipped Lessons (Crash Course Questions) • Graphic organizers • Jigsaw Activities with primary and secondary	6.2.12.D.2.a 6.2.12.D.2.e 6.2.12.D.2.b 6.2.12.D.2.d 6.2.12.B.2.a RH.9-10.7 RH.9-10.10	*Formative Assessment:* • Socratic Seminar on *The Prince* • Renaissance Artist Museum Walk • Venn Diagram comparisons (Northern vs. Italian Renaissance)

Note: The first two rows of the table above are a single cell; combined below:

Islamic World & The Middle Ages • The Rise of Islam • Geography of the Middle East • Ottomans • Safavids • Mughals • The Crusades • The Black Death • Feudalism Contemporary Studies in the following areas discussing issues and topics during the 20th century: • Middle East	5 weeks	*For Support:* • Jigsaw activities looking at various perspectives of the Crusades • Teacher notes/peer notes available upon request • Flipped Lessons (Crash Course Questions) • Visual learning (Medieval Art) • Modified Assessments *For Enhancement:* • Critical/Analytical thinking questions • Discussion of real world problems and scenarios • Comparison of the Gunpowder Empires to the present-day world using current event articles	RH. 9-10.1 RH. 9-10.3 RH.9-10.4 RH.9-10.5 WHST.9-10.1B CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	*Formative Assessment:* • Islamic Religion web quest • Map creation and critical thinking questions • Current day news articles assignment • "Crescent and the Cross" Video and Questions • Stations Activity- The RCC and Crusades • Sir Gawain and the Green Night primary document analysis • Feudalism journals • Black Death document analysis *Summative Assessment* • Middle Ages quiz • Middle Ages Scrapbook project • Chapter Test- (multiple choice, short answer, matching, essay) • Contemporary World research and presentations

		sources on reformation leaders *For Enhancement:* • Additional readings • Internet Research (students will research renaissance artists, and various cultural aspects of the Renaissance) • Student- choice on topics and presentation	WHST.9-10.4 RH. 9-10.1 RH.9-10.5 WHST.9-10.1B CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	• Reformation leaders presentations • Primary source reading discussion questions from each reformation leader *Summative Assessment* • Renaissance DBQ • Was the Renaissance a thing? Debate • Unit Test- Short Answer critical thinking questions
Unit 4: Exploration, Expansion, and Isolation • Motives for exploration • European Exploration of Spain and Portugal • The Impact of exploration • Key explorers • The Development of Economic systems	5 Weeks	*For Support:* • Graphic organizers- comparison chart between empires • Oral and written assignments • Modified primary source readings from natives and explorers • Use of textbook *For Enhancement:* • Provide extension activities • Elevated Journal Prompts • Individual presentations • Supplemental reading material	6.2.12.A.1.a 6.2.12.B.1.a 6.2.12.C.1.a 6.2.12.C.1.e RH.9-10.9 WHST.9-10.10 Holocaust Amistad CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	*Formative Assessment:* • Journal writing in the perspective of explorers • *Guns, Germs, and Steel* video and questions • Mercantilism graphic organizer • Explorer journal activity • Columbus Day debate • Slave Trade web-quest *Summative Assessment* • Chapter Test - (short answers and essay) • Explorers Facebook project

			8.2.12.B.4 8.2.12.D.4	• Document Based Question- The Columbian exchange • Benchmark Exam- multiple choice, short answer, charts/graphs, essay)
• Commercial Revolution • Columbian Exchange • The Atlantic Slave Trade • The Impact of exploration on Africa Contemporary Studies in the following areas discussing issues and topics during the 20th century: Holocaust & Genocide Studies				
Unit 5: Absolutism & Enlightenment • Divine right of monarchs • France • Constitutional monarchy • Scientific Revolution • Enlightenment • Revolutionary ideas, philosophies, theories	5 Weeks	*For Support:* • Multi-media approach to accommodate various learning styles (paintings, video, web-based assignments) • Teacher notes/peer notes available upon request • Graphic organizer • Authentic assessments • Small group instruction • Pinpointing essential vocabulary *For Enhancement:* • Crash Course World History and flipped classroom videos	6.2.12.C.1.c 6.2.12.A.2.b RH.9-10.3 RH.9-10.7 WHST.9-10.6 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	*Formative Assessment:* • Absolutism mapping activity • English civil war interactive google slides presentations • Day in the life of Louis XIV's court primary source activity • Primary source readings and discussion questions • Enlightenment thinkers historical heads • Socratic Seminar *Hobbes vs. Locke* *Summative Assessment*

		• Supplemental readings and links • Recommended outside readings • Alternate reading and response options		• Chapter Test (multiple choice, fill ins, short answers, map, essay) • Scientific Revolution "Shark Tank" sales pitch project • Enlightenment Test (primary source analysis and short answer questions) • Enlightenment DBQ
Unit 6: French Revolution and Napoleon • Causes • Main events of the French Revolution • Napoleonic Age • Congress of Vienna Contemporary Studies in the following areas discussing issues and topics during the 20th century: Latin America Human Rights	5 Weeks	*For Support:* • Assessment of student learning occurs at regular intervals and takes many forms. These include: completion of homework assignments, class participation • additional flipped lessons *For Enhancement:* • Compacting of material based on mastery level • Use of Khan Academy or other supplemental sites	6.2.12.A.3.a 6.2.12.A.2.b 6.3.12.C.1 RH.9-10.2 RH.9-10.4 RH.9-10.8 WHST.9-10.8 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	*Formative Assessment:* • French Revolution interactive web activity • Stations activity- Was Napoleon a friend or enemy of the Revolution? • Congress of Vienna simulation • Current event research, discussion and debate *Summative Assessment* • Document Based Question- Causes of the French Revolution • Benchmark Exam units 7-9 (multiple choice, short answer, timeline, essay)
Unit 7: Industrial Revolution • Causes and Effects • Advancements • Spread of the Industrial Revolution	5 Weeks	*For Support:* • Rephrasing of prompts and essential questions • Oral and written assignments • Graphic organizers	6.2.12.A.3.c 6.2.12.C.3.a 6.2.12.C.3.c 6.2.12.D.3.b 6.3.12.A.2 RH.9-10.7	*Formative Assessment:* • Agricultural revolution graphic organizer • Capitalism vs Communism Documents

● Urbanization ● Reforming the industrial world Contemporary Studies in the following areas discussing issues and topics during the 20th century: South Africa Human Rights		*For Enhancement:* ● Critical/Analytical thinking tasks ● Internet research ● Provide extension activities	RH.9-10.9 WHST.9-10.5 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	● Industrial inventions web quest ● Lives of industrial workers primary source analysis *Summative Assessment* ● Industrialization-DBQ ● Chapter Test (multiple choice, short answers, maps, essay) ● Comparison assignment-research another area of the world that was undergoing oppression and their situation to South Africa
Unit 8: Age of Imperialism ● Motives of Imperialism ● The Colonization of: Africa, Asia and Latin America ● Lasting effects of Imperialism Contemporary Studies in the following areas discussing issues and topics during the 20th century: ● India	5 Weeks	*For Support:* ● Guided note-taking ● Jig sawed primary documents ● Multiple levels of questioning *For Enhancement:* ● Student-driven projects ● Recommended outside readings	6.2.12.A.3.e 6.2.12.B.3.a 6.2.12.C.3.e 6.2.12.D.3.d 6.2.12.D.3.e Amistad RH.9-10.5 RH.9-10.6 WHST.9-10.2B WHST.9-10.2E CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1	*Formative Assessment:* ● Socratic Seminar on Legacy of Imperialism ● Imperialism debates ● *White Man's Burden* Poetry analysis ● Political cartoon analysis *Summative Assessment* ● Imperialism case study presentations ● Chapter Test with maps, short answers, and multiple choice questions ● Quarter 4 Benchmark

			8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	