

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT**

Content Area: Social Studies

Course Title: World History Honors

Grade Level: 9

Unit Plan 1
**Summer Reading – “1000 Splendid Suns”,
Afghanistan, Israeli Palestinian Conflict &
History, Geography – Physical and
Political, Basic Tenants of World Religions
and Emergence of a Modern World and
Impact of the Classic Civilizations.**

Pacing Guide
8 Weeks

Unit Plan 2
**Italian Renaissance, Reformation &
The Age of Exploration, The Columbian
Exchange and the Dramatic Effect on
Populations of Europe, Africa
and the Americas.**

Pacing Guide
8 Weeks

Unit Plan 3
**Peoples of Asia (China, Japan, India) and
their governments and cultures, Nation
Building, Absolutism, Enlightenment and
Revolutions.**

Pacing Guide
5 Weeks

Unit Plan 4
**European Nationalism, Industrial
Revolution, and Global Imperialism**

Pacing Guide
6 Weeks

Unit Plan 5
**Causes and Consequences of
World Wars I and II, Genocide Education**

Pacing Guide
6 Weeks

Unit Plan 6
20th Century Economics & Conflicts, The
Cold War and International Political
Divisions, Independence movements of the
20th and 21st centuries.

Pacing Guide
3 Weeks

Date Created: March 2012

Board Approved on: March 14, 2012

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Unit Overview**

Content Area: Social Studies

**Unit Title: Summer Reading – “1000 Splendid Suns”, Afghanistan, Summer Geography Assignment
Israeli Palestinian Conflict and History Geography, Basic Tenants of World Religions and the
Emergence of a Modern World**

Target Course/Grade Level: World History Honors / 9

Unit Summary

Students will review and further explore basic geographic terms, map skills and the evolution of political borders throughout history. Skills such as determining absolute location, latitude, longitude, and important physical features and political geography of the world.

In the summer, students will read the novel “1000 Splendid Suns” by Khaled Hosseini as well as complete a research packet on the history of Afghanistan and its role in global history, its culture and the current state of affairs and how that relates to the global conflict and “War on Terror” that has defined the past ten years of world history. The students will also complete a summer political and physical geography packet. Due to the federally mandated CPI (#) we will review fundamental tenets of the United States Constitution and Bill of Rights and research the connection to the classic civilizations of Ancient Greece and Rome as well as the limited monarchy of England. Terms such as constitution, federal, democracy, amendment, natural rights, separation of powers, republic, empire civil rights, executive, legislative, self-determination and judicial.

Students will explore basic tenets of world religions and their past, present political and cultural influence. Students will compare and contrast major world religions and how they are affected by globalization and current political and ethnic crises.

Students will explore how principles of the classic civilizations of Ancient Greece and Rome are instilled presently in the United States as well as new and emerging democratic governments. A review of the decline of Rome, the establishment of Feudalism, contributions of Islamic and Eastern Civilizations, and the Crusades will establish the Italian Peninsula as the epicenter of the Renaissance and the emergence of the modern world.

Students will research the Israeli Palestinian Conflict in conjunction with viewing the film “Promises” to determine the causes of this dispute, the peace efforts that have been attempted and the role of outside nations in this ongoing crisis and the role fundamentalism, bias, religion and genocide has played to create the current state of affairs.

Primary interdisciplinary connections:

Infused within the unit is connection to the 2009 NJCCCS for Social Studies, Language Arts Literacy and Technology. (Common Core Standards)

21st Century Themes:

The unit will integrate the 21st Century Life and Career strand 9.1 strands A-D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, cross cultural understanding and interpersonal communication and Government & Public Administration Career Cluster.

Learning Targets

NJCCS Social Studies Content Standards

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
9.4.12.G.4	Life & Career: General geography map reading.
6.2.8.D.4.b	Analyze how religion both unified and divided people.
6.2.8.D.3.e	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Hinduism, Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
6.2.8.D.4.f	Determine which events led to the rise and eventual decline of European feudalism
6.2.8.D.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.
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
6.2.8.D.4.e	Assess the demographic, economic, and religious impact of the plague on Europe.

NJ World Class Area Technology Standards

8.1.12.D.3	Compare and contrast international government policies on filters for censorship
8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
8.1.12.F.2	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs..(Cell phones, wiki's, Facebook, blogs, etc.)

NJCCS 21st-Century Life & Career Standards: Government & Public Administration Career Cluster

CPI#	Cumulative Progress Indicator (CPI)
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.11	Apply active listening skills to obtain and clarify information.

9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.
Various NJCCS 21st-Century Life and Careers	
CPI#	Cumulative Progress Indicator (CPI)
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
Common Core Standards	
CPI#	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Cite specific 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 central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
RH.9-10.3	Analyze in detail a series of events described in a text; 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/social science.
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 for 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.
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 in several primary and secondary sources.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Unit Essential Questions

- How do you determine exact location latitude and longitude on a map/globe?
- What are the current basic political borders of the globe?
- What are current areas experiencing conflict or in a state of war?
- How has religion both unified and divided people over the centuries?
- What are the basic tenets, similarities and differences between the world's major religions? (Buddhism, Hinduism, Christianity, Judaism and Islam)
- How has anti-Semitism existed throughout ancient, medieval and modern history?
- What was the impact of the Roman Empire adopting Christianity?
- What were the social, political and economic effects of the Bubonic Plague in Europe?
- How have the Greeks and Romans influenced American Democracy?
- How has technology and trade influenced Medieval Trade & Renaissance?
- What events led to the establishment of a feudal system in Europe?
- What events led to the decline of Feudalism?
- What impact did the Crusades have on European trade and economy?
- What major technological and cultural inventions shaped the end of the middle Ages? (Muslims, Chinese, European)
- How did the plague impact Europe?
- How has technology changed the way we learn and govern?
- Why Afghanistan is the center of a "War on Terror" and what is the history of these people and the conflicts they continue to face?
- What is the history of the Israeli Palestinian conflict and what are the perspectives of the different people affected by this conflict?
- How does the alliance of the United States of America and Israel influence diplomacy with other nations, particularly in the Middle East.
- What impact did the British Mandate have on the lands of Palestine?
- What is Zionism and how did it influence the creation of the state of Israel?
- Why role did the United Nations play in the creation of the State of Israel?

Unit Enduring Understandings

Students will understand that...

- How to read a map, recognize geographic exact location, locate all of the oceans and continents.
- Currently there are multiple areas in a state of war and the basic issues of the larger conflicts, in particular Afghanistan and Iraq.
- Compare and contrast maps throughout history to evaluate how imperialism, political change and war have changed the borders and continue to as history unfolds.
- Utilize direction and read technology based cartography (i.e. GPS, Google Earth).
- Religions have played and still play a major role in government, politics and societal structure.
- World religions share more history and similarities than differences.
- Anti-Semitism has existed since ancient times and became a cultural standard throughout Western Civilization.
- The Ancient Greeks and Romans were instrumental in the creation of American democracy (Greeks) and Law and Government (Romans).
- The United States Constitution utilizes ideas of the ancient Greeks and Romans, the Magna Carta, the Enlightenment and the English Bill of Rights.
- The political, religious and military establishment of feudal obligation and powerful monarchies in medieval Europe after the decline of the Western Roman Empire.
- The economic and cultural factors that led to the decline of feudalism.
- The Crusades brought European Unity, a money economy and cultural diffusion (Muslim/Christian) to Europe.
- The Muslim Empires and Eastern Roman Empire were in a Golden Age while Europe had largely adopted Feudalism.
- Muslim inventions helped shape future growth of Europe.
- Muslim invasion and conquest has had profound religious, social and political impact on Western Civilization and the motivation of global political leadership.
- The devastating impact the plague had on Europe religiously, economically, culturally and politically.

<ul style="list-style-type: none"> • How did the natural resources of the Palestine area dictate the geographic divisions between Israel and Palestine? • What is the background of the “War on Terror” that has been waged since September 11, 2001? 	<ul style="list-style-type: none"> • The history of Afghanistan and effects of imperialism, diverse ethnicities, terror, war and fundamentalism have had on this country in the 20th-21st centuries. • The history of the movement of Zionism and the involvement of the United Nations in the creation of the State of Israel. • Both the Israeli and Palestinian positions and land dispute and the possible solutions to this. • The political, social and economic issues that factor into the Israeli Palestinian problem and the role of limited natural resources for Palestinians who live under occupation. • Discuss the role of the United Nations and United States in its support of Israel as an ally.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to calculate an absolute location and all continents and oceans of the world. • How to reference historical maps and compare them to the present global political borders. • Current areas of global conflict. • The basic tenants, similarities and differences between the top 5 world religions. (Buddhism, Hinduism, Christianity, Judaism and Islam) • A short chronology of Jewish persecution. • That the Ancient Greeks are accredited with having the first form of Democracy and a Constitution. • The United States of America has borrowed ideas pertaining to government and our legal system from the Roman Republic, Greek Democracy, Enlightenment philosophers and English Bill of Rights. • How the Crusades and cultural diffusion gave rise to towns, trade and a money economy in Europe near the end of the Crusades. • How new technologies from China and the Middle East influenced the economic and cultural growth of Europe. • Where the plague of 1350 originated and what impact it had on the population and economy of Europe. • How new technologies or lack of technology can greatly affect the growth of a nation and the educational advancement of its people. • The history of the Israeli Palestinian conflict and the current state of affairs and potential solutions. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • To calculate an absolute location on a map using longitude and latitude coordinates. • Identify the regions of the world (Europe, Middle East). • Name all 5 continents and 7 oceans. • Compare historic maps to present maps and determine why these borders or names have changed. • Describe and compare areas of current conflict. • Distinguish between monotheistic and polytheistic religions. • Locate and name the geographic origins and cultural regions of the top 5 religions of the world. • Identify Muhammad, Jesus, Yahweh(Adonai),Siddhartha Gautama • Define orthodox, secular, conservative, liberal, extremist, bias. • Explain examples in history of Jewish persecution prior to WWII. • Students will write a comparative essay on the top 5 world religions. • Relate the historical significance of Athenian Democracy and the Roman Republic to American democracy, government and law. • Define the Classical Period, democracy, republic, • Define Crusades, fundamentalism, genocide, bias, secular and economy. • Compare and contrast two views of the Crusades from a Muslim and a Christian perspective. • Identify new technologies and contributions from

<ul style="list-style-type: none"> • The global relations of Israel, The United States and the effect that has on diplomacy in the Middle East and Central Asia. • What political, economic and social and influences have the Hamas terrorist organization and the Fattah political party had on the Israeli Palestinian Conflict? • The history of the “War on Terror” and the people of Afghanistan through the novel “A Thousand Splendid Suns” by Khaled Hosseini. • The political organizations that follow fundamentalist principles to justify their violence, for example, The Taliban and Al Qaeda. • The history of Zionism and the development of the Jewish state of Israel following the Holocaust as well as the role of the British, United States and United Nations in the establishment of this country. • How the unequal division of natural resources between Israel and Palestine and the geographic divisions that have caused continuous conflict and warfare among occupied Palestinians and the Israeli government. • The political divisions and organizations that have been attempting to create a solution to the Israeli Palestinian conflict. 	<p>China and the Muslim Empires that influenced Europe and set the stage for the Renaissance that brought these advances and additional evolutions of art, science, government, exploration and religious freedom. (paper, ink, algebra, compass, gun powder, Protestant Reformation, Geocentric Theory, astrolabe, Age of Exploration, numerals, medicine, foods, shipbuilding).</p> <ul style="list-style-type: none"> • List the cause and effects of the Bubonic or Black Plague. • Critique the pros and cons of current technologies and their impact on the world today. • Evaluate the different perspectives of the Israeli Palestinian conflict and the perspective from within Israel and Palestine as well as global perspectives of the conflict. • Describe the events that led to the September 11, 2001 and the “War on Terror” that has ensued since. • Create a timeline of the history of the State of Israel and the people of Palestine and the conflicts that have resulted due to its creation and the displacement and occupation of the Palestinian people. • Identify the political organizations that have at differing times worked toward and against the possibility of peace and fair land distribution in Israel and Palestine. • Identify terrorist acts and organizations as well as the locations where they operate.
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**OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Evidence of Learning**

Formative Assessments

- Pre and post testing
- Class Participation
- Teacher Observation
- Pre and Post reading comprehension assessments.
- Online message board collaboration
- Primary Source Analysis
- Open ended writing assignments
- Notebook assessments
- DO NOW's
- Map Activities
- Homework
- Online quizzes and feedback assessment
- Comparative Source Analysis
- Written analysis of the "War of Terror" and conflict specifically in Afghanistan

Summative Assessments

- Open ended writing assignments
- Compare and Contrast Essays
- Typed Essential Questions Analysis
- Unit Tests
- Reading Comprehension Quizzes
- Weekly informational comprehension quiz
- Take Home Projects
- Oral presentations
- Computer Projects (Pod Casts, Newsletters)

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher tutoring, Monday and Friday after school.
- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas.
- The use of multiple intelligences assignments to meet all the types of learners in my classroom.
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies that allow students to retake correct or take a separate exam or assignment to meet their learning needs.
- Online quizzing for self- paced practice. Students given multiple attempts to take quiz to reinforce skills and knowledge.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Teacher Computer w/ Internet Connection
- Overhead Projector
- Computer Projector
- Textbook
- Novel – "1000 Splendid Suns" by Khaled Hosseini
- Classroom Hole Puncher
- The ability to make a significant amount of copies/handouts for student
- Teacher website
- Student software access to MS Word, Publisher, PowerPoint and Photo Story 3
- Available student computer lab
- Whiteboard with markers
- General Classroom Supplies (paper, pencils, scissors, tape, glue etc..)

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Unit Overview**

Content Area: Social Studies

Unit Title: Italian Renaissance, Reformation, Age of Exploration, African and Eastern Cultures and Political Systems.

Target Course/Grade Level: World History Honors / 9

Unit Summary

This unit covers the time period from 1450AD to 1600AD. Europe emerges after Crusades with modern commerce and trade economy and that has far reaching social ramifications. The growth of wealth, banking and business in the Italian city-states brings new technologies from the East will change the course of domestic and foreign policies. Social and religious changes through the Protestant Reformation will divide Europe in two as Muslims and Jews are expelled. The discovery of a new world challenges old world ideas and brings on an era of exploration, discovery, colonization and commerce. The effects of exploration on the global population will be evaluated. Comparatively, the cultures and governments of India, China and Japan will be evaluated as they experience their early encounters with Europeans pursuing trade by the sea with Asian peoples.

Primary interdisciplinary connections:

Infused within the unit is connection to the 2009 NJCCCS for Social Studies, Language Arts Literacy and Technology. (Common Core Standards)

21st Century Themes:

The unit will integrate the 21st Century Life and Career strand 9.1 strands A-D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication and Government & Public Administration Career Cluster.

Learning Targets

Content Standards

CPI #	Cumulative Progress Indicator (CPI)
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.B.2.a	Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.
6.2.12.D.2.a	Determine the factors that led to the Renaissance and the impact on the arts.
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.
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.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
6.2.12.B.2.b	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.b	Determine the factors that led to the Reformation and the impact on European politics.

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.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 of plants, animals, ideas, and pathogens on Europeans and Native Americans.
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.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.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
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.
6.3.12.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.
6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.D.1.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.
NJ World Class Area Technology Standards	
CPI #	Cumulative Progress Indicator (CPI)
8.1.12.D.4	Explain the impact of cyber crimes on society. (When discussing diplomacy amongst city states i.e. Wiki Leaks)
8.1.12.D.1	Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
8.1.12.F.2	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs. (Cell phones, wiki's, Facebook, blogs, etc..)
NJCCS 21st-Century Life & Career Standards: Government & Public Administration Career Cluster	
CPI#	Cumulative Progress Indicator (CPI)
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.11	Apply active listening skills to obtain and clarify information.
9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.

Various NJCCS21st-Century Life and Careers	
CPI#	Cumulative Progress Indicator (CPI)
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
Common Core Standards	
CPI#	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Cite specific 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 central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
RH.9-10.3	Analyze in detail a series of events described in a text; 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/social science.
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 for 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.
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 in several primary and secondary sources.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently
Unit Essential Questions <ul style="list-style-type: none"> • How does geography and affect the development and implementation of new ideas that have changed the world? • How did increased global interactions aid in the new intellectual and technological revolutions that developed during the Renaissance? • What societal and economic factors led to the Renaissance and a rebirth of commerce and politics? • How did the era of exploration and its new technologies and new economic theories drive the growth and wealth of European nations? • How did the invention of the printing press change the course of history? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Geography, in regards to water and land play a vital role in the development of trade and commerce. • A renewing of Greek and Roman culture, coupled with increased contact with Asian and Islamic civilizations introduced new ways of thinking which led to the development of inventions, art and the idea that people, not religion, should be at the center of existence • The development of Humanism and an increase in secular life allowed people to focus on personal achievement and the importance of excelling in this life, as opposed to focusing on religious responsibilities. This societal shift affected the arts, economy, politics and commerce. • Increased trade and the growth of small towns grew a money and capitalist economy offering people the

- What people and events drove major social and religious reforms during the Reformation and what was the impact of these changes?
- What are the characteristics that allow a person, organization or nation to have unyielding power over its peoples?
- How did emerging European nations compete to explore and claim the globe in the Age of exploration?
- What are the negative and positive effects of cultural diffusion and the Columbian Exchange?
- How did the population shift in the Americas, Africa and Europe following the Columbian Exchange?
- What is the American genocide that occurred following Columbus' explorations and subsequent explorers in the New World?
- How did the Protestant Reformation change the political alliances in Europe and the populations that would immigrate to the new world?
- How did the Protestant Reformation create long periods of violent conflict in Europe between Catholics and Protestants?
- How did the peoples of India, China and Japan govern and how were their societies set up?
- How did Asian peoples respond to European efforts to dominate and establish trade through the Silk Road and later the sea?
- How did the concept of slavery change with the Columbian Exchange and how did this differ from slavery in prior ages of history?

- ability to change their social and economic status.
- A prospering economic system and the removal of religious restrictions on a person life brought about free thinking and technological advancement.
- The Age of Exploration introduced new products, plants, people and diseases to Europe which led to a new global market that changed the political, social and economic lives of the world.
- The Reformation generated new ideas that created new views of the Christian religion and challenged the authority of the papacy both religiously and politically. This had and continues to bring political and social conflict across Europe and into the colonies of the New World.
- The printing press caused an information revolution similar to that of the internet today.
- The Columbian Exchange altered the populations of Europe, Africa and the Americas and created the Transatlantic Slave Trade.
- The Taino and Carib populations were victims of genocide with an estimated 50-90% of the peoples killed by disease, enslavement and malnutrition.
- The Protestant Reformation brought reform, migration, war and changes in political boundaries to Europe.
- The Protestant Reformation greatly influenced the religious beliefs of settlers and converted indigenous peoples in the Americas.

Unit Objectives

Students will know...

- The following definitions: Humanism, protestant, catholic, vernacular, secular, renaissance, scholar, commerce, commodity, mercantilism, Colombian exchange
- The accomplishments of the following people: Petrarch, Galileo, Johannes Guttenberg, the De Medici Family, Michelangelo, Giotto Bondone,

Unit Objectives

Students will be able to...

- Define or match the following terms: Humanism, protestant, Catholic, vernacular, secular, renaissance, scholar, commerce, commodity, mercantilism, Colombian exchange, colony, middle passage, capitalism, socialism, monarchy, papacy and heretic.
- Identify the accomplishments of the following people Petrarch, Galileo, Johannes Guttenberg, the De Medici Family, Michelangelo, Giotto Bondone, Leonardo Da Vinci, Alessandro Botticelli, Raphael, Machiavelli,

<p>Leonardo Da Vinci, Alessandro Botticelli, Raphael, Machiavelli, Erasmus, Shakespeare, Sir Thomas Moore, Martin Luther</p> <ul style="list-style-type: none"> • The explorations of the following explorers: Christopher Columbus, Henry Hudson, Magellan, Sir Walter Raleigh, Cartier, Ponce de Leon, Hernan Cortes and Francisco Pissarro • European, Mediterranean and central and South American geography • Impact of the European growth of towns through increased trade and the money economy it inspired • Geography of water and land trade routes in Europe and new World • Causes of the Renaissance • Influential Renaissance, artists, writers and leaders. • The impact of the printing press of society and the change it inspired • Identify new technologies used in the age of exploration and their use and importance in the discovery of the new world. • What factors drove Western European explorers and their mother countries to explore into unknown territory. • Historical early explorers and their exploration paths. • Impact of exploration on the indigenous people of the new world. • The cycle of the triangular trade route. • The trade goods of the Colombian exchange and its economic impact on world economy and populations. • Asian cultures and their governments and response to the efforts of Europeans to establish and dominate trade. • The practice of slavery was and flourished in the New World through the Transatlantic Slave Trade. 	<p>Erasmus, Shakespeare, Sir Thomas Moore, Martin Luther</p> <ul style="list-style-type: none"> • Identify the following explorers and the lands they discovered: Christopher Columbus, Henry Hudson, Magellan, Sir Walter Raleigh, Cartier, Ponce de Leon, Hernan Cortes and Francisco Pissarro • Identify on a map nations and waters of Europe in and around the time of 1600 AD. Also the islands of the Caribbean and nations of central and south America that are relevant to early exploration • Students will list and explain three reasons why the Renaissance began in Italy and how Italy's geography and Roman history impacted this. • Students will be able to trace the impact of the growth of trade and its effects on the growth of towns and a money system economy in Europe • Students will be able to summarize the positive effects the printing press and the use of paper on society • Students will be able to summarize the use and the impact of the renaissance and exploration technologies of: The printing press, astrolabe, compass, caravel ship and the Muslim triangle sail. • Students will be able to list the factors that encouraged early explorers to explore. For example, the need for new trade routes and the desire to gain wealth and glory for their countries. • Students will be able to identify the locations of the Maya, Inca and Aztec civilizations and their common economic and social characteristics. • Students will be able to explain the positive and negative effects early explorers had on the indigenous peoples of the Americas. • Students will classify the new foods, livestock and diseases associated with the Colombian Exchange and explain their impact on trade, population growth and decline and the economies of Europe, Asia, Africa and the Americas. • Students will identify the goals and items traded in the mercantilism economies of European nations and how this led to the rise and wealth of European Nations through their colonization of these places and domination of indigenous peoples. • Students will be able to research and evaluate the positive and negative consequences of the Columbian Exchange and Age of Exploration on the population of Europe and the populations of the Americas, Africa and Asia. • Students will be able to evaluate primary and secondary source documents to evaluate the genocide of the Taino and Carib Indians. • Students will describe the social systems of India,
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	<p>China, and Japan and compare them to the societal structure and culture of European nations.</p> <ul style="list-style-type: none">• Students will evaluate the response of Asian peoples to the aggressive pursuance of trade by European nations.• Students will compare the practice of slavery from the ancient civilizations through the Middle Ages, the Age of Exploration to present day forced labor conditions.
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**OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Evidence of Learning**

Formative Assessments

- Pre and post testing
- Class Participation
- Teacher Observation
- Pre and Post reading comprehension assessments.
- Online message board collaboration
- Primary Source Analysis
- Open ended writing assignments
- Notebook assessments
- DO NOW's
- Map Activities
- Homework
- Online quizzes and feedback assessment
- Comparative Source Analysis

Summative Assessments

- Open ended writing assignments
- Compare and Contrast Essays
- Typed Essential Questions Analysis
- Unit Tests
- Reading Comprehension Quizzes
- Weekly informational comprehension quiz
- Take Home Projects
- Oral presentations
- Computer Projects (Pod Casts, Newsletters)

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher tutoring, Monday and Friday after school.
- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas.
- The use of multiple intelligences assignments to meet all the types of learners in my classroom.
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies that allow students to retake correct or take a separate exam or assignment to meet their learning needs.
- Online quizzing for self- paced practice. Students given multiple attempts to take quiz to reinforce skills and knowledge.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Teacher Computer w/ Internet Connection
- Overhead Projector
- Computer Projector
- Textbook
- Classroom Hole Puncher
- The ability to make a significant amount of copies/handouts for student
- Teacher website
- Student software access to MS Word, Publisher, PowerPoint and Photo Story 3
- Available student computer lab
- Whiteboard with markers
- General Classroom Supplies (paper, pencils, scissors, tape, glue etc..)

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Unit Overview**

Content Area: Social Studies

Unit Title: Nation Building, Absolutism and Revolution

Target Course/Grade Level: World History Honors / 9

Unit Summary

This unit covers the reasons for, and the consequences of the rise of powerful, centralized nation-states in Europe and how the principles of the Enlightenment, Scientific Revolution and Industrial Revolution altered political thought and action in Europe. Additionally this unit examines how these political changes brought about revolutionary change in Europe and the New World and how terms such as liberty, popular sovereignty, natural rights, democracy and nationalism became driving forces behind political reform from the end of the eighteenth century to present history. A comparison of the earliest revolutionary countries to present countries in revolution and the struggles they face as new nations.

Primary interdisciplinary connections:

Infused within the unit is connection to the 2009 NJCCCS for Social Studies, Language Arts Literacy and Technology. (Common Core Standards)

21st Century Themes:

The unit will integrate the 21st Century Life and Career strand 9.1 strands A-D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication and Government & Public Administration Career Cluster.

Learning Targets

NJCCS Social Studies Content Standards

CPI #	Cumulative Progress Indicator (CPI)
6.2.12.A.2.c	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.A.2.a	Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.
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.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period
6.2.12.A.3.a	Explain how ideals like liberty, popular sovereignty, natural rights, democracy and nationalism became driving forces for reforms and revolutions.
6.2.12.A.3.C	Responses of several government pressure for self-government/revolution (American, French, Haitian and Mexican) .
6.2.12.A.3.b	Relate the role of geography to the spread of independence movement in Latin America.
6.2.12.A.3.d	How did these revolutions result in political, social and economic rights and opportunities?
6.2.12.C.3.f	How did Latin American political independence bring economic independence in the region?

CPI#	NJCCS 21st-Century Life & Careers:Government & Public Administration Career Cluster
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.11	Apply active listening skills to obtain and clarify information.
9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.
6.2.12.A.3.f	Compare and contrast struggles for women's' suffrage and workers rights in Europe and N. America.
CPI#	Various NJCCS 21st-Century Life and Careers
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
Common Core Standards	
CPI#	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Cite specific 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 central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; 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/social science.
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 for 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.
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 in several primary and secondary sources.

RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently
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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What were the factors that led to the rise of monarchies and absolutism in the nations of France, Spain and England? • How did monarchies and bureaucratic governments rule differ throughout Europe? • What affect did the Napoleonic reforms have on Europe and our world today? • How did the Enlightenment philosophers of Locke, Rousseau, Voltaire and Montesquieu, shape an emerging world eager for natural rights? • What populations were excluded from the rights and freedoms obtained through revolutions and how has this created a paradox between the constitutions and those who were actually entitled these freedoms? (examples - women, non-Europeans) • What are the similarities and differences among the causes and results politically, socially and economically of revolutions in the Americas (Haitian, American, Mexican, French)? • What relationship did emerging nations maintain with their former parent nations? • Why were revolutionary nations successful or unsuccessful in their plight for democracy and global dominance? • Why Great Britain, France, The Netherlands and Spain had very different results in their colonization of territories following the Age of Exploration and due in large part to the type of leadership and evolution of each of their governments. 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Consolidation of power, a new world economy, advanced technology, Enlightenment philosophies, demographic growth and bureaucratic changes brought about the rise of powerful monarchies and nation states in Europe. • The power of monarchies in powerful nation-states varied from absolute to limited and their responses to the Enlightenment ideas and philosophies. • Napoleonic reforms like promotion by merit (with the Legion of Honor), central banking and one money coin system, Lycee school systems, religious tolerance towards Jews and Protestants in the interest of national unity and prosperity. This differed from earlier monarchs and set new precedents for government and economic policies. • Research and determine the limitations of rights and inequalities within new democracies and Napoleonic reforms for women, religious minorities and non-Europeans. • Recognize the philosophers responsible for the Enlightenment concepts of natural rights (i.e. life, liberty and right to property), direct and indirect rule by people, legislative branches, freedom of speech, innocent until proven guilty and women's rights. • The lasting influences of parent nations politically, militarily, socially and economically. • Students will note where the above Enlightenment ideas are located in American historical documents and which Americans created them and how they are still valid in present day evolving democracies. • The similarities all revolutions have in common and the differing results of the revolutionary time period. • The impact of geographic location, freedom from mercantilist policies, growing nationalism and freedom from oppression led to a rise in democratic reforms and legislatures in the new world.
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	<ul style="list-style-type: none"> • The change of government to a limited monarchy in England and the representative government of Parliament in comparison to the end of absolute monarchy and results of the French Revolution and later the rule of Napoleon. • Compare the successes and failures of the United States of America, Mexico and Haiti in the development of thriving economic democracies. • How evolving government policies and the history of a laissez-faire economy encouraged capitalism and shaped governments' policies regarding trade, business and private ownership. • The French Revolution and its ever changing constitution failed and began and ended with an individual with absolute power.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How English and French monarchies achieved power through economic, colonial, military and demographic growth. • Spanish decline was caused by factors such as expulsion of the Jews and Muslims, wars, inflation and unfavorable balance of trade, and poor control of gold and silver currency. • How French and English monarchs used their bureaucracies to strengthen their power. • The differences between monarchies, limited monarchy, constitutional monarchy and dictatorship. • The differences in the practices of colonization by the major European powers. • The differences between the governments and monarchies of Spain, Portugal, The Netherlands, England, France, Russia, Prussia and Austria-Hungary. • How Napoleonic reforms like merit (with the Legion of Honor), central banking and one money coin system, Lycee school system, religious tolerance towards Jews and Protestants were innovative and positive forms of ruling. • Why Napoleon failed with his later dictatorship style of ruling, lack of freedom of press, and goals for military supremacy led to his decline. • The similarities and differences of the French, American and Mexican revolutions. • The role of geography in the success and goals of early revolutionary countries to be free of 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Define monarchy, limited monarchy, colony, constitutional monarchy, bureaucracy, Parliament, dictatorship, laissez fair economics, and revolution, etc. • Explain the historical significance of Queen Elizabeth I, Philip II, Henry VIII, Louis XIV, Louis XVI, Marie Antoinette, Robespierre, Napoleon, Peter the Great, John Lock, Montesquieu, etc.. • Characteristics of successful leaders. • Compare and contrast the differences between France's absolute monarchy and England's constitutional monarchy. • Describe the differences in government and colonization of the new world territories by the British, Spanish, Dutch and French. • Explain how France and England used mercantilist policies, rising populations and military strength to strengthen their nation states? • Understand the varying forms of corruption in government bureaucracies and how their corruption can bring a country to its fall. • Write an essay or role play on how enlightenment philosophers like Lock, Voltaire and Montesquieu impacted American government. • State the similarities and differences between the French, American and Mexican revolutions and draw conclusions as to why America rose to the most powerful democratic nation in the 21st century.

<p>the mercantilist policies of the parent nations.</p> <ul style="list-style-type: none">• The basis and historical references of past revolutions in comparison to the revolutions in North Africa in the Arab Spring of 2011.• Why America was more successful than Mexico in the development of a thriving economic democracy?• Identify the causes and outcomes of the French Revolution and its multiple, failed constitutions that brought the revolution full circle from an absolute monarch to an absolute emperor.• A government based on the balance of powers leads to greater reform, rule of law and constitutional order.• The impact limitations of women and non-European rights were in the revolutions of the 18th through 20th centuries and the similarities to that of revolutions in Arab Spring in the spring 2011.• The importance of the internet and social media in the success and global support of the Arab Spring of 2011.	<ul style="list-style-type: none">• Compare and contrast primary source material of the limits to women's rights from the American and French Revolutions to that of the participating nations in the Arab Spring and their emerging democracies.• Utilize Speak to a survivor of the Arab Spring and discuss the impact it has had on their life.• Research, analyze and evaluate the importance of the internet and social media in the success of the Arab Spring of 2011.
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OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Evidence of Learning

Formative Assessments

- Pre and post testing
- Class Participation
- Teacher Observation
- Pre and Post reading comprehension assessments.
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- Map Activities
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- Comparative Source Analysis

Summative Assessments

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- Compare and Contrast Essays
- Typed Essential Questions Analysis
- Unit Tests
- Reading Comprehension Quizzes
- Weekly informational comprehension quiz
- Take Home Projects
- Oral presentations
- Computer Projects (Pod Casts, Newsletters)

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher tutoring, Monday and Friday after school.
- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas.
- The use of multiple intelligences assignments to meet all the types of learners in my classroom.
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies that allow students to retake correct or take a separate exam or assignment to meet their learning needs.
- Online quizzing for self- paced practice. Students given multiple attempts to take quiz to reinforce skills and knowledge.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Teacher Computer w/ Internet Connection
- Overhead Projector
- Computer Projector
- Textbook
- Classroom Hole Puncher
- The ability to make a significant amount of copies/handouts for student
- Teacher website
- Student software access to MS Word, Publisher, PowerPoint and Photo Story 3
- Available student computer lab
- Whiteboard with markers
- General Classroom Supplies (paper, pencils, scissors, tape, glue etc..)

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Unit Overview**

Content Area: Social Studies

Unit Title: Industrial Revolution and Imperialism

Target Course/Grade Level: World History Honors / 9

Unit Summary

This unit covers the rise of the Industrial Revolution and imperialism. It incorporates the technological, social and economic changes that occurred during this time period. The interrelationships of the Industrial Revolution and the rise of nationalism brought competition for global markets. Students will evaluate the longstanding results of international trade by mercantilist nations to gain raw materials in colonies that have since gained independence and the current political relationships of those independent nations to their former parent nation.

The European imperialist policies throughout Asia and Africa are compared to discuss both the short and long term, as well as the positive and negative impact on the indigenous Asian and African people. 21st century themes of social stratifications, child labor and genocide will be discussed to show their past and present day presence and relationship to the Industrial Revolution and imperialism. Particular attention will be made to determine when and how present day nations once under the colonization of Imperialist nations have achieved their independence and the successes and failures to establish stable governments and thriving economies. The role of accessible, mandatory public education and legislation to protect citizens will be researched.

The unit will also explore the relationships between Western and Eastern nations and the Chinese and Japanese policy of limited trade with Westerners, as well as the methods used by Western nations to force trade through the Opium Wars and Unequal treaties. The response of the Japanese and Chinese governments differed and with the Industrial Revolution this would create a rivalry between these two nations as they enter the modern age and compete for natural resources.

Primary interdisciplinary connections:

Infused within the unit is connection to the 2009 NJCCCS for Social Studies, Language Arts Literacy and Technology. (Common Core Standards)

21st Century Themes:

The unit will integrate the 21st Century Life and Career strand 9.1 strands A-D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication and government & public administration career cluster.

Learning Targets

NJCCS Social Studies Content Standards

CPI #	Cumulative Progress Indicator (CPI)
6.12.B.3.b	How the industrial revolution caused population growth, new migration patterns, urbanization and the impact it had on environment.
6.2.12.C.3.d	Determine the extent to which scientific and technological changes, transportation, and new forms of energy brought about massive <u>social, economic and cultural changes</u> . (Trains, steam engines, telephone, telegraph, iron & coal)
6.2.12.C.3.a	Analyze the interrelationships (effects) among the agricultural revolution, population

	growth, and industrialization, specialization of labor and patterns of land holding.
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women and children.
6.2.12. C.3.b	Analyze the interrelationships among the Industrial revolution and nationalism, competition for global markets, imperialism and natural resources (i.e. rise of nations and factors that led to WWI)
6.12.B.3.a	Compare and contrast political boundaries of the world in 1815 and 1914.
6.2.12.A.3.g	Motives and methods of European nations, Japan and the US and their imperialistic practices on Africa and Asia.
6.2.12.C.3.e	How did imperialism impact Africa and Asia
6.2.12.D.3.d	Analyze how racism was both a cause and consequence of imperialism, and evaluate the impact of the imperialism from multiple perspectives. (i.e. caste system, Spanish American war Cuba, Philippines, Belgium Congo etc..)
6.2.12.D.3.c	Compare and contrast China's and Japan's views and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20 th century.
6.2.12.C.6.b	
NJWorld Class Area Technology Standards	
CPI #	Cumulative Progress Indicator (CPI)
8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
8.1.12.F.2	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs. . (cell phones, wiki's, Facebook, blogs, etc..)
NJCCS 21st-Century Life & Careers: Government & Public Administration Career Cluster	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.11	Apply active listening skills to obtain and clarify information.
9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.
Various NJCCS 21st-Century Life and Careers	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.

9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
Common Core Standards	
CPI#	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Cite specific 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 central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
RH.9-10.3	Analyze in detail a series of events described in a text; 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/social science.
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 for 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.
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 in several primary and secondary sources.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How did the Industrial Revolution and the agricultural revolution change the social, economic and cultural lives of urban and rural peoples? • How did new technologies and the demand for natural resources bring economic and social changes to Imperialist nations? • What social and democratic reforms were caused the industrialized nations such as Great Britain, France, and the United States? • How did the Industrial Revolution lead to nationalism and the growth of imperialism? • How did the political boundaries change globally due to industrialization and Imperialism? • What were the motives, methods and practices of European nations, Japan and the USA to claim and dominate land and build their 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The Industrial and agricultural revolutions were events in history that caused rapid increases in populations, job displacement and job creation and an overall rise in the standard of living. • That new technologies such as the steam engine locomotive, telegraph and electricity dramatically changed the way transportation, standard of living, business practices and communication. • The drive for natural resources led industrialist nations to dominate and influence the nations within Africa and Asia. • The political borders in Africa and Asia were formed from European and industrialists and not indigenous peoples. • The Industrial Revolution caused many European nations to centralize their governments
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<p>empires?</p> <ul style="list-style-type: none"> • What social, political and economic impact did Imperialism have in Africa (particularly the African Congo), India and China? • How did British rule of India affect India's culture and economy? • How did China and Japan differ in their response and results of forced Western Imperialistic events and their effect on their culture, economy and political makeup as they entered the twentieth century? 	<p>to conform and prosper in a rising capitalist economy.</p> <ul style="list-style-type: none"> • The many nations of Africa and Asia suffered under imperialist rule for over 100 years and in turn lost their political, economic and cultural identities. • How Imperialism impacted the culture and economy of the indigenous peoples of the African Congo and India. • China and Japan took separate paths in their reaction to Industrialization and Imperialism and that their decisions impacted their countries then and now in very different ways.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Technological and agricultural advancements like the steel plow and textile loom led to a population increase that later helped fill emerging factory workshops of the Industrial Revolution. • How steam engine locomotives and new forms of transportation for goods and peoples impacted urban and suburban populations. • How transportation and communication technology changed the business world with the delivery of people, goods and resources in global business affairs. • How the need for natural resources like coal, timber and iron motivated European Imperialists to explore the continents of Africa and Asia. • That the indigenous peoples of Imperialist countries often suffered racism, poor treatment, genocide, lack of education and slavery. • How the populations of imperialized areas of Asia and Africa were represented or treated fairly and dominated politically and culturally by the Western minority population in government. • How the ancient social practices such as the caste system of India were strengthened under English rule despite England's efforts to minimize it. • Japan embraced imperialist policies following the renegotiation of Unequal Treaties with Western nations, the development and growth of industry, technology, communication methods, and their dominance of neighboring territories for natural resources, education and military buildup. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Define agricultural revolution, industrial revolution, textiles, factory, enclosure act, imperialism, caste system, culture, capitalism, capitalist economy, Berlin conference, indigenous peoples, racism, Opium invasion, and Unequal Treaties. • Read and analyze charts and graphs on the impact of steam power and classify the information under social, political, economic and cultural subtitles. • Relate the new industrialist technologies of the steam engine locomotives and ships, steel plow, electricity, textile advances, and the telegraph to emerging technologies today. • State the specific natural resources in demand during the Industrial Revolution and how their importance led to imperialism. • Draw conclusions on how America's activity in recent Middle East wars has ties to natural resources and the Industrial Revolution. • Compare and contrast primary source documents on the atrocities of Imperialism, for example the history of the Belgian Congo and atrocities of the genocide in Darfur. • Draw parallels of the social stratification systems present in ancient, modern and post-modern societies and their economic, social and cultural impact. • Identify through a primary source the realities and challenges that face those people at the lower echelon of the social stratification and draw a comparison. • Classify primary and secondary source information about the effects of industrialization and imperialism on Asian and African nations.

- China's response and actions to the Unequal Treaties and Western dominance led to an isolationist policy that led to seclusion from global trade and interaction.

- Draw conclusions as to the trade partnerships that were established due to industrialization and imperialism.
- Research, analyze and discuss the interactions between Japan and China with European nations and the United States during the Age of Imperialism.

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Evidence of Learning**

Formative Assessments

- Pre and post testing
- Class Participation
- Teacher Observation
- Pre and Post reading comprehension assessments.
- Online message board collaboration
- Primary Source Analysis
- Open ended writing assignments
- Notebook assessments
- DO NOW's
- Map Activities
- Homework
- Online quizzes and feedback assessment
- Comparative Source Analysis

Summative Assessments

- Open ended writing assignments
- Compare and Contrast Essays
- Typed Essential Questions Analysis
- Unit Tests
- Reading Comprehension Quizzes
- Weekly informational comprehension quiz
- Take Home Projects
- Oral presentations
- Computer Projects (Pod Casts, Newsletters)

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher tutoring, Monday and Friday after school.
- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas.
- The use of multiple intelligences assignments to meet all the types of learners in my classroom.
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies that allow students to retake correct or take a separate exam or assignment to meet their learning needs.
- Online quizzing for self- paced practice. Students given multiple attempts to take quiz to reinforce skills and knowledge.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Teacher Computer w/ Internet Connection
- Overhead Projector
- Computer Projector
- Textbook
- Classroom Hole Puncher
- The ability to make a significant amount of copies/handouts for student
- Teacher website
- Student software access to MS Word, Publisher, PowerPoint and Photo Story 3
- Available student computer lab
- Whiteboard with markers
- General Classroom Supplies (paper, pencils, scissors, tape, glue etc..)

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Unit Overview**

Content Area: Social Studies

Unit Title: Causes and Consequences of World Wars I and II

Target Course/Grade Level: World History Honors / 9

Unit Summary

This unit covers the economic, geographic, cultural and political factors that led to the World Wars I and II. The importance of new war technologies and the development of “total war” are analyzed to show their impact on the outcomes and devastation caused by both wars. The decline and breakup of longstanding empires and the shift of political and ethnic borders following World War I create future conflict. Genocide and longstanding cultural biases that existed prior to World War I are emphasized to acknowledge and identify the roots and causes of ethnic cleansing and genocide that spanned various minorities targeted by the Nazi Holocaust as well as the extermination of Ukrainians, Armenians and Chinese. Comparisons will be connected to recent and present genocides in Bosnia and Darfur. The failure of the Treaty of Versailles to prevent and address the causes of World War I are examined to assess the global political conditions in the East and the West to determine the likelihood of future wars, particularly due to the harsh reparations placed on Germany. The political alliances that shifted in the years between the two world wars, as well as the economic conditions of extreme inflation followed by global depression will be examined to determine the role of changing political ideologies and governments, particularly in the USSR, China and Eastern Europe. The economic concepts of depression, recession, deficit spending, regulation, inflation, hyper-inflation, recovery, and deflation will be applied to demonstrate the economic effects of war and depression. The economic factors that also fueled prevalent cultural anti-Semitism following the Treaty of Versailles and rapidly leads the world into WWII and the Holocaust.

Primary interdisciplinary connections:

Infused within the unit is connection to the 2009 NJCCCS for Social Studies, Language Arts Literacy and Technology. (Common Core Standards)

21st Century Themes:

The unit will integrate the 21st Century Life and Career strand 9.1 strands A-D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication and government & public administration career cluster.

Learning Targets

NJCCS Social Studies Content Standards

CPI #	Cumulative Progress Indicator (CPI)
6.2.12.A.4.a	Explain the rise of fascism and spread of communism in Europe and Asia.
6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world.
6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and

	weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
6.2.12.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, and war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
6.2.12.D.4.g	Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”.
6.2.12.C.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.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.
6.2.12.C.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.D.4.d	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.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.C.4.c	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.D.4.l	Assess the cultural impact of World War I, the Great Depression, and World War II.
6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
NJ World Class Area Technology Standards	
CPI #	Cumulative Progress Indicator (CPI)
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
NJCCS 21st-Century Life & Careers: Government & Public Administration Career Cluster	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.

9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.11	Apply active listening skills to obtain and clarify information.
9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.
Various NJCCS 21st-Century Life and Careers	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
Common Core Standards	
CPI#	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Cite specific 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 central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
RH.9-10.3	Analyze in detail a series of events described in a text; 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/social science.
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 for 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.
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 in several primary and secondary sources.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently

Unit Essential Questions

- What were MAIN causes (militarism, alliance, imperialism, nationalism) of World War I?
- How did the unification of Germany and Italy impact the global balance of power?
- What were the technological advancements utilized in World War I and how did that affect the nature of warfare and the aftermath in the post WWI era?
- What are the differences in alliances, technology, science, casualties and reparations, military tactics and social impact between WWI and WWII?
- How did economic conditions affect the causes and outcomes of WWI and WWII and what are these economic cycles?
- How anti-Semitism was culturally imbedded in Europe prior to the Holocaust and what economic factors exacerbated this?
- What other ethnicities were targeted during WWI and WWII?
- How did nationalism and propaganda involve civilians in support of military operations and total war?
- What were the causes of the Russian Revolution and how would this further impact the Russia/The USSR during WWI and WWII?
- How did ethnic differences and the political makeup of European nations and their imperialist holdings factor into the outcomes of WWI and WWII?
- How did the decline of the Ottoman and Austro-Hungarian Empires lead to the creation of new nations in Europe and the Middle East?
- How did fascist, socialist and communist movements develop in nations following both WWI and WWII and how did this differ from capitalist nations?
- What were the weaknesses of the Treaty of Versailles and how did this lead to the conflicts that cause World War II?
- How were ethnic cleansing and genocide sanctioned by governments worldwide before, during and after WWI and WWII.
- What were the impacts of the wars economically, socially and politically?
- What was the response of nations to the global depression that occurred in between WWI and WWII?

Unit Enduring Understandings

Students will understand that...

- The MAIN causes of World War I were militarism, alliances, imperialism and nationalism.
- Germany and Italy became consolidated nations in order to industrialize and compete with fellow industrialized imperialist nations.
- Identify the new military technologies utilized in WWI and WWII and their effects on the outcomes and the concept of total war.
- Anti-Semitism was culturally prevalent prior to the Holocaust and political and economic factors brought exacerbated this bias, resulting in the Holocaust.
- Ethnic minorities including but not limited to Chinese, Roma, Armenians and Ukrainians were also victims of genocide during WWI and WWII.
- Severe economic cycles including boom, bust, depression, hyperinflation, deregulation and recession contributed to the anti-Semitism and the causes of WWI and WWII.
- Propaganda, nationalism and censorship impacted the support for war by civilians.
- The worldwide involvement and effects of WWI and WWII particularly due to the global imperialist claims of European nations.
- Particular ethnic groups were victims of genocide sanctioned by governments.
- Long standing empires such as the Ottoman and Austro-Hungarian Empires would be divided into new nations.
- The development of fascism, socialism and communism globally as new powerful nations emerge following WWI and WWII.
- The Treaty of Versailles assessed the majority of the blame and reparations to Germany following WWI and did not create a lasting plan for peace among these nations.
- The global political, cultural and economic impact of the results of WWI and WWII.
- The global economic depression of the 1930's was caused by inflation, deregulation and reparations from WWI and was brought to an end to the preparation and production of the technology and machinery of warfare for WWI.

Unit Objectives*Students will know...*

- The causes, events and results of WWI and WWII.
- The economic, social and political factors that created a climate of global conflict and the attempted resolutions for both world wars.
- The motivations driving the unification of Germany and Italy to become a part of the global economy and race to industrialize.
- The advancements that were made in military technology, communication and transportation that escalated the scale of warfare and the impact on civilians and military participants.
- The impact of propaganda and nationalism on the outcome and support for military operations.
- The economic terms depression, hyperinflation, recession, deregulation and boom/bust.
- Ethnic minorities such as Ukrainians, Chinese, Roma, Albanians and Armenians were also victims of genocide during this time period.
- Economic problems increased cultural anti-Semitism in the years between WWI and WWII.
- Nationalism and political ideologies were shared globally with the colonies of imperialist nations therefore spreading the violence and conflict throughout their empires.
- The decline of the Ottoman and Austro-Hungarian Empires causes new nations to emerge following WWI and WWII.
- The development of fascist, socialist and communist movements globally and the economic, political and social far reaching impact that would develop as a result.
- The creation of alliances based upon either capitalist or socialist governments in the post war era.
- The reasons the Treaty of Versailles did not effectively address the causes and responsibility of WWI, therefore drawing the same nations into WWII.
- The ethnic cleansing and genocide were sanctioned by governments worldwide and included but is not limited to Jews, Roma, Armenians, Ukrainians, and Chinese.
- The World Wars led to global inflation followed by depression, destruction of land and culture, religious intolerance, ethnic

Unit Objectives*Students will be able to...*

- Identify, describe and explain the causes, events and results of WWI and WWII.
- Diagram and analyze the economic, social, and political impact of WWI and WWII and the results of the resolutions of each conflict.
- Evaluate the importance of nations to unify, industrialize and participate in the global economy (i.e. Italy and Germany).
- List and describe the new technology that were part of modern warfare and advantageous to powerful nations (i.e. Germany – submarine) as well as determine the shift to total war that impacted and ended the lives of military and civilians in warring nations.
- Describe and compare genocides or multiple ethnicities in the years prior to and during WWI and WWII.
- Compare the economic cycles of the time periods prior to WWI and in the years before WWII.
- Analyze and evaluate primary source documents such as political cartoons, war propaganda, diaries and government policies such as mandatory conscription that encouraged global warfare.
- Compare and contrast historic political maps to determine the nations that emerged in the post war years with the decline of the Ottoman and Austro-Hungarian Empires.
- Define and apply the terms communism, socialism, fascism, capitalism, nationalism, militarism, and alliance to the causes and outcomes of WWI and WWII.
- Identify and assess the origins of alliances of the twentieth and twenty-first centuries based upon their affiliation as a socialist or capitalist nation.
- Evaluate the intended purposes of the Treaty of Versailles and how the majority of the responsibility for WWI was placed on Germany and how this did not address the MAIN causes of WWI, subsequently leading to WWII.
- Define genocide and determine the broad scope of various minorities that were targeted, discriminated against, and exterminated throughout the Holocaust.
- Explain the intended and unintended social, political and economic implications of new national boundaries established by the treaties that ended World War II.

cleansing and political divisions and borders irrespective of the peoples and cultures that inhabited these areas.

- Nations instituted policies to attempt to regulate banking, labor and industry in order to recover from the severe global depression of the 1930's.

- Venn diagram of similarities and key differences in the economic philosophies of leading nations in the Post War (I and II) era with the intent to recover from the global depression.

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Evidence of Learning**

Formative Assessments

- Pre and post testing
- Class Participation
- Teacher Observation
- Pre and Post reading comprehension assessments.
- Online message board collaboration
- Primary Source Analysis
- Open ended writing assignments
- Notebook assessments
- DO NOW's
- Map Activities
- Homework
- Online quizzes and feedback assessment
- Comparative Source Analysis

Summative Assessments

- Open ended writing assignments
- Compare and Contrast Essays
- Typed Essential Questions Analysis
- Unit Tests
- Reading Comprehension Quizzes
- Weekly informational comprehension quiz
- Take Home Projects
- Oral presentations
- Computer Projects (Pod Casts, Newsletters)

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher tutoring, Monday and Friday after school.
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- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas.
- The use of multiple intelligences assignments to meet all the types of learners in my classroom.
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- Differentiated instructional strategies that allow students to retake correct or take a separate exam or assignment to meet their learning needs.
- Online quizzing for self- paced practice. Students given multiple attempts to take quiz to reinforce skills and knowledge.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

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- Computer Projector
- Textbook
- Classroom Hole Puncher
- The ability to make a significant amount of copies/handouts for student
- Teacher website
- Student software access to MS Word, Publisher, PowerPoint and Photo Story 3
- Available student computer lab
- Whiteboard with markers
- General Classroom Supplies (paper, pencils, scissors, tape, glue etc..)

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Unit 6 Overview**

Content Area : Social Studies

Unit Title: 20th Century Economics & Conflicts (Israeli/Palestinian Conflict)

Target Course/Grade Level: World History Honors / 9

Unit Summary

This unit covers the emerging government and economies of the 20th century in a post-World War II Era. The topic of the Cold War and the cultural, diplomatic and military actions that occurred within this time period will be discussed with an emphasis on the political and economic differences between communist and capitalist nations. The nations that emerge and gain independence from their imperialist mother countries will be evaluated and connected to current independence movements, such as the Arab Spring of 2011. The unit will end with an analysis of current political and geographic borders, and the global issue of terrorism and how it has affected the general population and the governments that lead. The global economy and effort to effectively use and manage energy for less foreign dependence will also be examined.

Primary interdisciplinary connections:

Infused within the unit is connection to the 2009 NJCCCS for Social Studies, Language Arts Literacy and Technology. (Common Core Standards)

21st Century Themes:

The unit will integrate the 21st Century Life and Career strand 9.1 strands A-D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication and government & public administration career cluster.

Learning Targets

NJCCS Social Studies Content Standards

CPI #	Cumulative Progress Indicator (CPI)
6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
6.2.12.A.5.a	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, and periodic military clashes.
6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
6.2.12.A.5.c	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.B.5.b	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.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.

6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment
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.D.5.c	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.D.6.a	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
NJ World Class Area Technology Standards	
CPI #	Cumulative Progress Indicator (CPI)
8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
NJCCS 21st-Century Life & Careers: Government & Public Administration Career Cluster	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.11	Apply active listening skills to obtain and clarify information.
9.4.12.A.12	Develop and interpret tables, charts, and figures to support written and oral communications.
Various NJCCS 21st-Century Life and Careers	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
Common Core Standards	
CPI#	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Cite specific 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 central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
RH.9-10.3	Analyze in detail a series of events described in a text; 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/social science.
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 for 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.
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 in several primary and secondary sources.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently

Unit Essential Questions

- How did the economies of Western Europe and Asian countries, particularly China and Japan changed post WWII?
- What are the similarities and differences between capitalism, Western European democratic socialism and communism?
- How did the Cold War begin and how did the USSR and the United States differ in their political and economic ideologies?
- What impact did the decline of Imperialism and the 20th century independence movements in Africa and Asia have in a post-World War era?
- What factors led to the rise and decline of the USSR and what impact did it create on the political geographic borders of Eastern Europe?
- What impact did the nuclear arms race have on the relations between the United States and other communist countries?
- What impact did the rise and decline of the nuclear arms race have on the Middle East?
- What geographic and cultural disputes arose in the dissolution of the Ottoman Empire?
- What former territories of imperialist nations, particularly in Africa, the Caribbean and Asia have gained independence and how are they developing?
- What is terrorism and how has the Palestinian and Israeli conflict contributed to the 21st Century “War on Terror”?
- How have dependence of natural resources shaped global political policy and economics, and what measures are being taken by governments to limit dependence on foreign energy sources?
- How has a global economy affected the social stratification of the United States, India, China and other nations throughout the world?

Unit Enduring Understandings

Students will understand that...

- Economic growth in the post WWII era was diverse as many rebuilt while reestablishing postwar industry in countries with differing economic philosophies (capitalism vs. communism).
- The origins of socialism and communism as they are related and a response to monarchies, laissez-faire, mercantilism and capitalism.
- Not all governments with socialist were extreme and there are distinct comparisons to be made between those governments and those of countries that were much more extreme such as the USSR and Cuba.
- The appeal of socialism and communism to nations such as China, USSR and Cuba and the establishment of communist governments in the post WWII era in that extended to their sphere of influence in neighboring countries such in Eastern Europe, Central Asia and the Southeast Asia.
- The decline of imperialism brought tremendous political change and revolution in former colonies particularly in Africa and Asia and new political borders and governments that have faced tremendous difficulty as developing nations.
- The military operations that were products of the Cold War (the Korean and Vietnam Wars) and the devastation left by their outcomes.
- The rise of influence and power in the USSR and the factors that led to its decline and breakup.
- The influence the Nuclear Arms race and Cold War had on the Middle East and Central Asia with regard to their local struggles for autonomy and the supply of weapons by the USA and USSR to these different peoples.
- The disarmament agreements made by the USSR and USA with regard to nuclear weapons, and the current efforts to prevent particular nations from developing nuclear capabilities.
- The history of the movement of Zionism and the involvement of the United Nations in the creation of the State of Israel.
- Both the Israeli and Palestinian positions and land dispute and the possible solutions to this.
- The political, social and economic issues that factor into the Israeli Palestinian problem and

	<p>the role of limited natural resources for Palestinians who live under occupation.</p> <ul style="list-style-type: none"> • The origins of the War on Terror and the events of September 11, 2001 that opened up this conflict as well as the responses of the global community. • The economies of nations throughout the globe are connected through trade and supply and demand and create new social stratifications based on the decline of old industries being replaced by new ones, particularly in the realm of technology and communication.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The similarities and differences between socialism, communism, democracy and capitalism and the Post WWII countries that practiced these types of governments and economic theories. • The status of the relationships of global political relationships following WWII and the economic strategies to rebuild as well as the divergence of political philosophies and influence that will exist to create the Cold War between democratic and communist nations. • The role of the United Nations in monitoring, negotiating and maintaining peace among the world's recognized nations. • The impact of the decline of imperialism and the challenges that faced emerging nations in the 20th and 21st centuries of the post WWII era. • The factors that led to the rise and decline of the USSR and the impact it had politically and socially in Eastern Europe and Central Asia. • The causes of the nuclear arms race and differing of philosophies of capitalist versus communist governments and the actions that were taken by both countries to build up, then reduce through peace talks their nuclear arms. • The role of countries in the Middle East with regard to natural resources and the nuclear arms race. • The geographic and cultural disputes that arose due to the dissolution of the Ottoman and Austro-Hungarian Empire and rise of the USSR. • Define terrorism and the factors that have contributed to the "War on Terror" globally and specifically within Israel and Palestine. • The global economy has affected and altered 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Define socialism, communism, democracy and capitalism and compare and contrast these theories of economics and government with the emerging powerful nations following World War II. • Determine, through primary and secondary source readings causes of the Cold War and the actions that are taken on both sides to limit and exceed competing countries power and influence globally. • Analyze the purpose of the United Nations and its effectiveness in creating a global organization to promote peace and prevent conflict. • Evaluate the decline of imperialism and the struggles for independence and self-determination of new emerging nations in Africa and Asia, as well as the relationships that are maintained with the former parent nations. • List and describe the factors and events that led to the decline of the USSR and communism in their areas of influence. • Research and identify the causes of the nuclear arms race and the motives for the build-up of arms followed by the determination and cooperation of the USA and USSR to reduce and end the arms race. • Identify the importance of natural resources in the Middle East and the global interest in that region of the world and how that relates to the nuclear potential of those nations. • Geographically identify the nations that were created due to the dissolution of the Ottoman and Austro-Hungarian Empires and well as later of the USSR. • Create a timeline of the history of the State of Israel and the people of Palestine and the conflicts that have resulted due to its creation

<p>social stratification worldwide and specifically in China, India, and the United States.</p> <ul style="list-style-type: none">• Determine the extent to which we have become dependent on natural resources outside of the USA and the political and economic ramifications of this.• Evaluate the environmental consequences of the modern and post modern age and the steps that are being taken to preserve the environment through history.• Trace the history of the development of the Internet and the effect that it has had and continues to have on the freedom of information, the economy, culture and personal and international relations.	<p>and the displacement and occupation of the Palestinian people.</p> <ul style="list-style-type: none">• Identify the political organizations that have at differing times worked toward and against the possibility of peace and fair land distribution in Israel and Palestine.• Identify terrorist acts and organizations as well as the locations where they operate.• Discuss and create a Venn diagram that illustrates the change in social stratification that has been altered in the age of the Internet, specifically in China, India and the United States.• Describe and compare the changing dependency on particular natural resources and the results of attempt to preserve and explore alternative energy sources.• Create a timeline of the history of the Internet and how this technology has transformed information, communication and commerce.
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**OCEAN COUNTY SOCIAL STUDIES CURRICULUM
SOUTHERN REGIONAL SCHOOL DISTRICT
Evidence of Learning**

Formative Assessments

- Pre and post testing
- Class Participation
- Teacher Observation
- Pre and Post reading comprehension assessments.
- Online message board collaboration
- Primary Source Analysis
- Open ended writing assignments
- Notebook assessments
- DO NOW's
- Map Activities
- Homework
- Online quizzes and feedback assessment
- Comparative Source Analysis

Summative Assessments

- Open ended writing assignments
- Compare and Contrast Essays
- Typed Essential Questions Analysis
- Unit Tests
- Reading Comprehension Quizzes
- Weekly informational comprehension quiz
- Take Home Projects
- Oral presentations
- Computer Projects (Pod Casts, Newsletters)

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher tutoring, Monday and Friday after school.
- Dynamic seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Cooperative learning groups to engage students in sharing their work, reading aloud and formulating ideas.
- The use of multiple intelligences assignments to meet all the types of learners in my classroom.
- Review and make necessary IEP modifications/504 plan
- Differentiated instructional strategies that allow students to retake correct or take a separate exam or assignment to meet their learning needs.
- Online quizzing for self- paced practice. Students given multiple attempts to take quiz to reinforce skills and knowledge.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Teacher Computer w/ Internet Connection
- Overhead Projector
- Computer Projector
- Textbook
- Classroom Hole Puncher
- The ability to make a significant amount of copies/handouts for student
- Teacher website
- Student software access to MS Word, Publisher, PowerPoint and Photo Story 3
- Available student computer lab
- Whiteboard with markers
- General Classroom Supplies (paper, pencils, scissors, tape, glue etc..)