

# **Modern World History**

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The 9th grade Modern World History curriculum is a course that was developed by the Fair Lawn Social Studies High School Course Team and is aligned to the Grades 9-10 Common Core State Standards Initiative and the NJ Core Curriculum Content Standards in Social Studies.

## **9th Grade**

# **Fair Lawn**

# **Public Schools**

## **Fair Lawn, NJ**

# **Fair Lawn School District**

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## **Committee Credits**

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## Modern World History

### I. Course Synopsis

Modern World History: Designed to examine modern world history from the Enlightenment up to, and including current issues, themes and events. Students will learn the major diplomatic, cultural, economic, political and social aspects of each unit. Among the anticipated objectives are the understanding of the global world in which we live, and how the world developed to its present state. Students will be able to relate events of the past to present day situations. Students are expected to present oral assessments, comprehend primary sources and complete research assignments.

Modern World History CP: In order to meet the requirements of the State Core Curriculum Standards, this required 9th grade course has been redesigned. It focuses on students acquiring historical understanding of the social, political and economic forces, ideas and institutions, the role of geography, and the varying cultural influences that have led to the world in which they are expected to function and contribute. The course spans from the period of the Enlightenment (1700s) to the development of a global civilization (1945-present). In order for students to grasp the concept of living in an interdependent world, considerable time will be spent on the non-Western world, including: the Middle East, the Far East, Asia, Africa and Latin America. The emphasis of this course is to improve historical perspective and cultural interaction, while encouraging understanding of cultural diversity. Students will be able to relate events of the past to present day situations. Students are expected to present oral assessments, interpret and analyze primary sources and complete research assessments.

Modern World History H: In addition to the aforementioned curriculum, the honors course will be more stringent in its requirements in reading and writing assignments. Also, students will be expected to present oral assessments, interpret, analyze and evaluate primary sources, and complete independent research projects. Members of the honors classes also will be expected to present in class and participate in group discussions and debates. Coverage of vital world current events is also an integral part of the course. The general goal of the World History Honors curriculum is to contribute to students' improved understanding of an increasingly global world.

### II. Philosophy & Rationale

#### Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

### **Department of Social Studies Statement of Philosophy**

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level. Social Studies must also help students understand, respect and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

### **Ten Thematic Strands**

**I Culture** – A people's way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.

**II Time, Continuity, and Change** – The importance of understanding the past and key historical concepts, analytically and from various perspectives.

**III People, Places, and Environments** – The complex relationship between human beings and the environments within which they live and work.

**IV Individual Development and Identity** – The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.

**V Individuals, Groups, and Institutions** – The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people’s lives.

**VI Power, Authority, and Governance** – The complex purposes and features of individuals and groups with respect to issues of power and government.

**VII Production, Distribution, and Consumption** – The role of resources, their production and use, technology, and trade on economic systems.

**VIII Science, Technology, and Society** – The significance of scientific discovery and technological change on people, the environment, and other systems.

**IX Global Connections** – The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.

**X Civic Ideals and Practices** – The understanding that civic ideals and participatory citizenship are central to democracy.

*For a complete explanation of the Ten Thematic Strands, go to [www.socialstudies.org/standards/strand](http://www.socialstudies.org/standards/strand)*

### **The Common Core Standards**

The Common Core Standards reflect a more recent adoption by the State of New Jersey in accordance with forty-six states across the country. These standards are an outgrowth of the many states that have been working for decades to produce strong and measurable standards to educate the students in a variety of areas. Focusing on English Language Arts and

Mathematics as most applicable to all learners, these Standards were adopted by New Jersey State Board of Education in June of 2010.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

The English language arts (ELA) standards integrated into history/social studies classes for grades 11 and 12 includes a strand of standards relating to Key Ideas and Details. It includes RH.11-12.1, RH.11-12.2 and RH.11-12.3. The strand of standards relating to Craft and Structure includes RH.11-12.4, RH.11-12.5 and RH.11-12.6. The strand of standards relating to Integration of Knowledge and Ideas includes RH.11-12.7, RH.11-12.8 and RH.11-12.9. The category Range of Reading and Level of Text Complexity contains the standard RH.11-12.10.

Much more detailed information can be found on the web site of the ***Common Core State Standards Initiative – Preparing America’s Students for College and Career*** at <http://www.corestandards.org/in-the-states>.

### **Curricula Writing**

The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned with both the 2009 State of New Jersey Core Curriculum Standards and the Common Core State Standards. Curriculum is designed to be a ***living document*** – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment.

In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

### **21st Century Competencies and Standards**

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today's learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success.

There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more information <http://www.state.nj.us/education/cccs/standards/9>

### **New Jersey State Department of Education NJ Educational Mandates**

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

[http://www.state.nj.us/njded/holocaust/about us/mandate.html](http://www.state.nj.us/njded/holocaust/about%20us/mandate.html)

The Amistad Bill (A1301), calls on "New Jersey schools to incorporate African-American history into their Social Studies curriculum." Passed by the New Jersey legislature in 2002, "The Amistad Bill" created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state's classrooms.

<http://www.theamistadcommission.com/>



### III. Scope & Sequence

#### MP1 -

Unit 1: Imperialism - 8 weeks

- Causes of Imperialism
- Africa
- South America
- Asia (India, China, and Japan)
- Middle East

#### MP2 -

Unit 2: WWI

- Causes of WWI (MAIN) - 1 week
- WWI - 1 week
- Paris Peace Conference / Versailles - 1 week

Unit 3: Russian Revolution - 2 weeks

Unit 4: Rise of the dictators- 3 week

Rise of Mussolini, Stalin, Hitler, Franco

#### MP 3-

Unit 5: WWII

- WW2 Europe- 2 weeks
- Holocaust- 1 week
- WW2 in Asia - 1.5 weeks

Unit 6: Cold War- 4.5 weeks

#### MP 4-

Unit 7: Post WWII Africa - 1.5 weeks

Unit 8: Post WWII South America - 1.5 weeks

Unit 9: Post WWII Asia (India, China, and Japan) - 3 weeks

Unit 10: Post Middle East - 1.5 weeks

## IV. Unit Descriptions

### **Unit 1:** **Imperialism**

#### **Unit Summary:**

Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact. At the beginning of the 1800s, westerners had little influence outside their own lands. With the Industrial Revolution, however, western nations gained extraordinary power. During the Age of Imperialism, from 1870 to 1914, they carved out empires around the globe. Despite fierce resistance, they dominated other peoples and brought distant lands under their control. The Age of Imperialism brought a global exchange that profited industrial nations but disrupted traditional economies and political life in Africa, Asia, and Latin America. The new imperialism spread western culture around the world; at the same time, western culture changed as it absorbed influences from subject peoples around the world.

#### **Unit Themes:**

- Political and Social Systems
- Global Interactions
- Continuity and Change
- Power & Authority
- Identity

#### **Enduring Understanding:**

- The pursuit of European imperialism can be compared to the age of imperialism pursued by the empires of China and India under the Ming & Qing Dynasties, and the Mughals.
- Imperialistic success of European nations was directly connected to their relative industrial development and political stability.
- Racial attitudes largely attributed to Social Darwinism had a major impact on how European nations viewed the lands they conquered.

- The ultimate impact of imperialism led to a blending of cultures between those of Europe, Asia and Africa.
- Imperialism and the desire for nations to dominate the globe led to conflict.
- Explain why in the late 1800s, industrial nations of the West engaged in imperialism and dominated much of the world.
- Discuss the types of imperial rule and how nations carved up the continent of Africa and the effect it had on indigenous peoples.
- Connect the ways that European extension of power to the Muslim world has impacted the development of the Muslim world today.
- Show how Great Britain became the most powerful imperial nation in the world, by using India as a case study.
- Analyze why the decline of the Qing dynasty in China allowed western powers to use diplomacy and war to gain power in East Asia.
- Contrast the development of China and Japan, and show that because Japan opened its doors to foreign influence, it became a modern industrial power and also pursued a policy of imperialism.
- Explain why the British colonies of Canada, Australia, and New Zealand won independence faster and with greater ease than territories in other regions.
- Debate the positive and negative consequences of imperialism throughout the world.

### **Essential Questions:**

- What is imperialism? Why can imperialism be seen as both positive and negative?
- How did industrialization of European nations lead to their pursuit of imperialism in Asia and Africa?
- How did racial attitudes play in to the desire to expand?
- How did the competition created by the race for empire-building lead to global conflict?
- How does imperialism limit individual identity?

### **Benchmark Assessments:**

- Quizzes (map of Africa, Asia, causes of imperialism)
- Primary Source Documents – DBQ Analysis of causes/effects of imperialism
- Film study/media analysis utilizing Avatar, The Last Samurai, Anna and the King
- Document Analysis – including political cartoons/propaganda
- Unit test

### **Suggested Activities:**

- Exit slips
- Do now activities
- Map studies – Africa & Asia
- Literature Analysis – “White Man’s Burden”(Rudyard Kipling); “Under Reconstruction” (Mori Ogai)
- Political cartoon analysis – Great Powers Divide China
- Journal entries
- Document Study – Correspondence between Britain & China regarding Opium Wars

**Standards:*****NJSLS in Social Studies:***

6.2.12.A.3.e, g; 6.2.12.C.3. a; 6.2.12.C.3.b, e; 6.2.12.D.3c,d,e

***Common Core standards for Literacy in Social Studies:***

*See Philosophy and Rationale*

**Modifications:** See Appendix I

**Unit 2:****World War I****Unit Summary:**

By 1914, Europeans had enjoyed almost a century without a major war. They had witnessed incredible changes. Rapid advances in science and industry had fed a belief in unlimited progress, peace, and prosperity. The confidence came crashing down in August 1914, buried in an avalanche of death and destruction. World War I marked the beginning of a disturbing new age.

**Unit Themes:**

- Political Systems
- Global Interactions
- Economics and Technology
- Continuity and Change

**Enduring Understanding:**

- M.A.I.N = Militarism, Alliances, Imperialism, and Nationalism
- Common concerns encouraged nations to support international organizations and agreements.

- The Industrial Revolution & advancement of technology
- How the social, economic, and political roles of women were transformed during this time period.
- The creation of the League of Nations and Treaty of Versailles.
- Identify the efforts towards peace in the early 1900's
- Evaluate how nationalism and international rivalries pushed Europe into war  
Outline the causes and effects of the European Alliance system
- Analyze how ethnic tensions in the Balkans sparked a political assassination  
Deconstruct the conflict between Austria-Hungary and Serbia
- Assess how technology made WWI different from other wars
- Identify the efforts made by women in the war
- Analyze WWI propaganda posters
- Simulate and decompose the process of total war
- Question the decisions of the "Big 3" in writing the Treaty of Versailles
- Debate whether war is ever justified
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**Essential Questions:**

- How did political and military rivalries push the European powers toward war in the early 1900's?
- Why did WWI become the first global conflict in modern history?
- What impact did total war have on soldiers and civilians?
- How did the peace treaties lead to both bitterness and hope?

**Benchmark Assessments:**

- Quizzes ( map / causes of WWI)
- Propaganda political cartoon
- Trench letters
- "My Plan for Peace" Document Analysis
- Debate: "Is war ever justified?"
- Unit test

**Suggested Activities:**

- Exit slips
- Do now activities
- Map studies
- Total war simulation
- Picture prompts
- Analyzing war diaries

**Standards:*****NJSLS in Social Studies:***

6.2.12.A.3.a, c; 6.2.12.B.3.a,c; 6.2.12.A.4.d; 6.2.12.B.4.a

***Common Core standards for Literacy in Social Studies:***

See *Philosophy and Rationale*

**Modifications:** See Appendix I

**Unit 3:****Russian Revolution and the Rise of Communism****Unit Summary:**

Discontent among the Russian people brought two revolutions that toppled the Romanov dynasty. Led by Lenin, the Bolsheviks won a civil war against the provisional government, setting up a new Communist government. After Lenin's death, Stalin became the leader of the USSR. His goal was to make Russia a modern industrial power. His brutal dictatorship killed millions of people during the Great Purge and turned the Soviet Union into a totalitarian state.

**Unit Themes:**

- Continuity and Change
- Impact of the Individual
- Economics and Technology
- Political and Social Systems

**Enduring Understanding:**

- The causes of revolution in the 20th century.
- How the changing relationship between the people and their government bolstered a new authoritarian regime.
- The role of nationalism and propaganda in mobilizing civilians towards communism.
- How the arts represent the changing values and ideals of society.
- Analyze the causes of revolutions
- Identify patterns and inductively arrive at generalizations about revolutions
- Define common elements which lead to revolutions in general
- Compare and contrast revolutions
- Identify events leading up to the revolution in Russia in 1917

- Outline why Lenin and the Bolsheviks launched the November Revolutions
- Analyze why the Communists defeated their opponents in the Russian civil war
- Describe how the communist state developed under Lenin
- Analyze the effects of Stalin's five-year plans
- Identify the causes and effects of the Great Famine
- Analyze eyewitness accounts
- Evaluate how state control affected the arts in Soviet Russia
- Describe how Soviet foreign policy affected relationships with western powers

**Essential Questions:**

- How does economic turmoil create a need for change?
- What are the consequences of revolution?
- What impact does propaganda have on society's needs and wants?
- What impact does strong leadership have on society?

**Benchmark Assessments:**

- Quizzes
- Analyzing / Creating Soviet Propaganda
- Document Analysis
- Bio-poster on a Soviet leader post Stalin
- Essay: Take a position – the czarist monarchy or Stalinist Russia
- Unit test

**Suggested Activities:**

- Do now questions: What do we know about revolutions?, Why do revolutions occur?, What is a difference between a war and a revolution?
- Defend your position: Should the police use force (mentally and/or physically) to get confessions?
- Jigsaw Activity: Comparing Revolutions (American, French, Russia) w/ Venn Diagram
- Primary Source: Growing Up in Stalin's Russia
- Picture prompts
- Map studies
- Exit slips

**Standards:*****NJSLS in Social Studies:***

6.2.12.A.4a; 6.2.12.C.4.d; 6.2.12.D.4.c; 6.2.12.D.4.i; 6.2.12.D.4.j; 6.2.12.D.4.k

***Common Core standards for Literacy in Social Studies:***

*See Philosophy and Rationale*

**Modifications:** See Appendix I

**Unit 4:****The Rise of the Dictators(Mussolini, Stalin, Hitler, Franco)****Unit Summary:**

After World War I, political and economic turmoil in the 1920s and 1930s in Europe challenged democratic traditions and led to the rise of powerful dictators. The Great Depression of the 1930s created financial chaos and widespread suffering throughout the industrialized world. Scientific discoveries, new trends in the arts, and social changes contributed to a sense of uncertainty. In the 1920s, Mussolini created a Fascist state in Italy. In the 1930s, Hitler rose to power, turning Germany into a Nazi dictatorship.

**Unit Themes:**

- Economics and Technology
- Art and Literature
- Religious and Value Systems
- Political and Social Systems

**Enduring Understanding:**

- The rise of fascism and spread of communism in Europe and Asia.
- 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.
- The geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- 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.
- The Treaty of Versailles and the League of Nations from the perspectives of different nations.
- 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.



- How Allied countries responded to the expansionist actions of Germany and Italy.
- Identify the issues that faced Europe after WWI Evaluate how the Great Depression began and spread.
- Analyze how Britain, France, and the United States tried to meet the challenges of the 1920's and 1930's.
- Outline how liberal changes affected Japan during the 1920's.
- Describe how nationalists reacted to Japan's problems during the Great Depression.
- Summarize how the militarists used their power Identify the causes and effects of the Nanjing Massacre Assess and Define responsibility.
- Describe how conditions in Italy favored the rise of Mussolini.
- Identify the values and goals of fascist ideology
- Identify what problems the Weimar Republic faced.
- Assess the political, economic, social, artistic, and cultural trends during the Weimar Republic.
- Enumerate the political, social, economic, and cultural policies Hitler pursued.
- Assess how Hitler began to take action against German Jews in the 1930s.
- Analyze how German aggression led Europe towards war.

### **Essential Questions:**

- How does economic turmoil change people's views on society?
- How was the League of Nations challenged in the 1920s and 1930s?
- How did the spread of the Great Depression contribute to the growth of totalitarian dictatorships?
- What impact does political ideology have on people in various societies?
- How are economics and politics linked together?

### **Benchmark Assessments:**

- Quizzes
- Analyzing Propaganda
- Document Analysis Create Newspaper Articles
- Debate
- Bio-poem for one of the rescuers of the Nanking Massacre
- Unit test

### **Suggested Activities:**

- Weimar Republic learning stations: Students will travel to 5 different stations to investigate why and how a society in crisis falls apart and gives way to fascism.
- Picture prompt

- Map studies
- Exit slips

**Standards:*****NJSLS in Social Studies:***

6.2.12.A.4.a; 6.2.12.B.4.a; 6.2.12.C.4.a; 6.2.12.C.4.d; 6.2.12.D.4.e; 6.2.12.D.4.k; 6.2.12.D.4.l

***Common Core standards for Literacy in Social Studies:***

See *Philosophy and Rationale*

**Modifications:** See Appendix I

**Unit 5:****World War II and the Holocaust****Unit Summary:**

When Germany invaded Poland, France and Britain declared war on Germany. At first WWII's Axis powers won decisively. In the end, however, the Allies were victorious. During the war, German Nazi's systemically murdered Jews and others they considered "undesirable." Germany finally surrendered in May of 1945, and Japan surrendered the following September, after two atomic bombs destroyed Hiroshima and Nagasaki. Later, the Soviet Union and the United States engaged in a Cold War of conflicting ideologies and mutual distrust. Through this unit, students will also explore the issues of genocide. They will see the ultimate result of prejudice and discrimination by investigating what happened in the Jewish holocaust of World War II. The conclusion of the unit will include discovering recent incidents of genocide.

**Unit Themes:**

- Continuity and Change
- Economics and Technology
- Political and Social Systems
- Global Interaction
- Geography and History

**Enduring Understanding:**

- Geography impacted military strategies and major turning points during World War II.
- Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

- The cultural impact of World War I, the Great Depression, and World War II.
- The effectiveness of the United Nations ability to solve or mediate international conflicts
- 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.
- The reasons for the Cold War and the collapse of the Soviet Union.
- Government responses to incidents of ethnic cleansing and genocide.
- Enumerate the political, social, economic, and cultural policies Hitler pursued
- Analyze how German aggression led Europe towards war
- Identify Japanese response to growing American involvement
- Assess how Hitler took action against German Jews
- Outline how dictators and the Spanish Civil War challenged world peace
- Analyze how the Allies turned the tide of war
- Identify how the Red Army and the Allied invasion of France undid German plans
- Describe how Germany and Japan treated people in occupied lands
- Analyze the debates that surrounded the defeat of Japan
- Outline the motivation of the Allies to create another international organization: The United Nations
- Compare and contrast the League of Nations to the United Nations
- Evaluate how the breakup of wartime alliances lead to new conflicts

### **Essential Questions:**

- How do political differences cause war?
- How do natural resources affect nations and potential conflict among them?
- What differentiates one nation's identity from another?
- How do wars shape alliances and contribute to national identities?
- How did treaties, alliances, and political structure contribute to World War II?
- How did war in the Pacific compare to war in Europe?
- What conditions allowed tyrannical leaders to gain control in the 20th century?
- What are possibilities for the European outcome (and thus world outcome) had the United States not entered the war and why?
- Could a war such as World War II occur again? How and why?
- How did the failure of the Treaty of Versailles lead to WWII?
- Could the Holocaust happen today?

### **Benchmark Assessments:**

- Quizzes
- DBQ Document Analysis

- Writing wartime news articles
- Propaganda poster
- Unit test

**Suggested Activities:**

- Analyze Dr. Seuss political cartoons on WWII
- Document Analysis: Eyewitness Account of Einsatz Executions
- Show the video Heil Hitler! Confessions of a
- Hitler Youth (HBO, 1991) 30 min. Discuss how the Nazis gained support of the general public.
- Relate to youth gangs and other organizations.
- Holocaust poems: We are the Children by Rudi Raab; Holocaust by Sudeep Pagedar; War Diary by Miklos Radnoti; "Have You Learned the Most Important Lesson of All" by Elie Wiesel; Tears of Blood by Bronislaw Wajsb ("Papusza")
- Making Decisions – President Truman's Decision to Drop the Atomic Bomb
- Comic: Barefoot Gen – A comic strip drawn and written by a nine year old boy who lived through the bombing of Hiroshima
- Picture prompts
- Map studies
- Exit slips

**Standards:*****NJCCCS in Social Studies:***

6.2.12.A.4a&c; 6.2.12.B.4.a-d; 6.2.12.C.4.b-d; 6.2.12.D.4.c; 6.2.12.D.4.f-l

***Common Core standards for Literacy in Social Studies:***

See *Philosophy and Rationale*

**Modifications:** See Appendix I

**Unit 6:****The Cold War****Unit Summary:**

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific

and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

**Unit Themes:**

- Belief Systems
- Political, Religious and Social Systems
- Conflict
- Economics and Technology
- Continuity and Change

**Enduring Understanding:**

- Following World War II, nations grew together in creating the United Nations, but were ideologically divided, leading to the Cold War.
- Backed by peasant support, Mao's Communists emerged triumphant in their struggle against the Nationalists, leading to the creation of a totalitarian society dedicated to Communist ideology.
- India's development was spear-headed by the Gandhi, who worked to create an independent state for all Indians; however, there was still considerable division in the subcontinent, leading to mixed development economically and technologically.
- Middle Eastern nations continue to face challenges centered on cultural, religious and political differences, which have create a virtual powder-keg in the area.
- Understand why, in the aftermath of World War II, the United States and the Soviet Union emerged as the two superpowers in the world and the impact that this had for 50 years with regard to the space race, nuclear arms race and tensions throughout the world.
- Explain how the United Nations became a body to help protect human rights and provide peaceful solutions to global conflict.
- Synthesize the similar aspects of Communist rule in China to the Soviet Union including totalitarian rule, societal purges and the desire to become a modern industrial power.
- Describe the effects of communist policies in China and explain how the desire for reform led to renewed repression.
- Compare and contrast the development of India and Pakistan on their road to independence and modernization.
- Analyze the effects of nationalism, religious and cultural diversity, and how the access to natural resources impacted the development of the modern Middle East.
- Identify the political and economic patterns that have emerged in the Middle East.
- Compare and contrast the changing roles of women in each of these areas of the world.

- Analyze the continuing conflict between Israel and Palestine and discuss the challenges to creating a peaceful, lasting solution.

**Essential Questions:**

- How did the Cold War affect the ways in which nations viewed global relationships?
- How did the United Nations try foster better relations between nations?
- How did emerging nations use technology to develop economically?
- How did China’s Communist revolution change the nation? How is it changing again, today?
- Why was geography a significant force in shaping the modern Middle East?
- How did modernization pose a challenge to older cultural values and traditions?
- Why did the Islamic revival have a strong appeal to many Muslims?

**Benchmark Assessments:**

- Quizzes (Cold War/United Nations, India/Pakistan, China, Middle East)
- Genocide newspaper project
- Document Analysis – DBQ
- Unit test
- Documentary/film analysis/discussion

**Suggested Activities:**

- Exit slips
- Genocide newspaper project – focusing on one of the major genocides following World War II
- Do now activities
- Map studies – Middle East & Asia
- Debate on Arab-Israeli conflict
- Image analysis – photos from Tiananmen Square Protest
- Annotation of documents/research
- Analysis of Universal Declaration of Human Rights
- Current Events study – relative to the Middle East
- Comparison of the movements of Gandhi to Martin Luther King, Jr.

**Standards:*****NJSLS in Social Studies:***

6.2.12.A.5.a-e; 6.2.12.B.5 a-e;6.2.12.C.5.a-g; 6.2.12.D.5.a-d

***Common Core Standards for Literacy in Social Studies:***

*See Philosophy and Rationale*

**Modifications:** See Appendix I

## **Unit 7 :** **Post WWII Africa**

### **Unit Summary:**

In the decades after World War II, African nationalist movements gained strength. More than 50 new nations emerged.

### **Unit Themes:**

- Achieving Independence
- Programs for Development
- Three Nations: A Closer Look
- Struggles in Southern Africa

### **Enduring Understanding:**

- After WWII, a growing spirit of nationalism led many African nations to declare independence.
- New African nations faced many choices and challenges
- Nations in southern Africa experienced turmoil as people sought majority rule and equal rights.

### **Essential Questions:**

- How did the Cold War affect Africa?
- How did the colonial legacy contribute to nationalism?
- What routes to freedom did Ghana, Kenya and Algeria follow?
- What were barriers to unity and stability in Africa?
- What economic choices and challenges did African nations face?
- How did modernization affect patterns of life?
- How did the long struggle to end Apartheid lead to a new South Africa?

### **Benchmark Assessments:**

- Quizzes
- Tests
- DBQ's

- Political Cartoons
- Formative assessments- do now, exit slips, homework

**Suggested Activities:**

- Exit slips
- Do now activities
- Map studies
- Debates
- Image analysis
- Annotation of documents/research
- Current Events study

**Standards:**

***NJSLS in Social Studies:***6.2.12.B.5.c, 6.2.12.B.5.e, 6.2.12.C.5.d, 6.2.12.A.6.a-d, 6.2.12.B.6.a-d, 6.2.12.D.6.a

***Common Core Standards for Literacy in Social Studies:***

*See Philosophy and Rationale*

**Modifications:** See Appendix I

**Unit 8 :****Post WWII Latin America****Unit Summary:**

Latin America is a diverse region that stretches across Mexico, Central America, the Caribbean and South America. The Cold War altered Latin America's relationship to the United States and the region became a battleground between two competing ideological systems—capitalism and communism. Prior to the Cold War, both economic and geopolitical concerns had motivated U.S. policy toward Latin America. But, after WWII, the US advocated containment to halt the spread of communism, not just in Europe, but globally. Latin American nations, historically considered to be part of "our backyard," were not permitted to remain neutral as Washington expected Latin America to ally with the United States while the Soviet Union sought to gain access to what had been an American sphere of influence.



**Unit Themes:**

- Forces shaping Modern Latin America
- Latin America, the US, and the World
- Mexico, Central America, and the Caribbean
- Argentina and Brazil

**Enduring Understanding:**

- Latin America's development is influenced by geography, culture, social patterns, and political and economic conditions
- Latin American nations have developed policies in response to US influence, regional and global issues.

**Essential Questions:**

- Why is Latin America a culturally diverse region?
- What conditions contributed to unrest?
- What forces shaped the geopolitical landscape of Latin America?
- What policies did the US follow in Latin America?
- What global issues linked LA to the rest of the world?

**Benchmark Assessments:**

- Quizzes
- Tests
- DBQ's
- Political Cartoons
- Formative assessments- do now, exit slips, homework

**Suggested Activities:**

- Exit slips
- Do now activities
- Map studies
- Debates
- Image analysis
- Annotation of documents/research
- Current Events study

**Standards:**

***NJSLS in Social Studies:*** 6.2.12.B.5.c, 6.2.12.B.5.e, 6.2.12.C.5.d, 6.2.12.C.5.g, 6.2.12.D.a, 6.2.12.D.5.c-d, 6.2.12.A.6.a-d, 6.2.12.B.6.a-d, 6.2.12.D.6.a

***Common Core Standards for Literacy in Social Studies:***

*See Philosophy and Rationale*

**Modifications:** See Appendix I

**Unit 9 :****Post WWII Asia(India, China and Japan)****Unit Summary:**

Resources and population enable nations in Asia to play a vital role in the global economy.

**Unit Themes:**

Japan becomes an economic superpower

From revolution to reform in China

Nations of South Asia

India after WWII

**Enduring Understanding:**

- After WWII, western ideas and technology helped Japan rebuild and become a superpower
- After a series of failed reforms in China, Communist leaders introduced elements of capitalism
- Aggressive economic growth led to world prominence for several nations in east and southeast Asia.
- Southeast Asian nations sought independence after WWII
- After winning independence, Hindu India and Muslim Pakistan pursued separate roads to modernization.

**Essential Questions:**

- What factors made Japan's recovery and economic miracle?
- How did Japan interact economically and politically with other nations?

- What were the effects of communist policy in China?
- What challenges did China face after WWII?
  
- How has China influenced Taiwan and Hong Kong?
- How did war affect Vietnam and Cambodia?
- Why was India partitioned?
- How has India dealt with political, economic and social changes?

**Benchmark Assessments:**

- Quizzes
- Tests
- DBQ's
- Political Cartoons
- Formative assessments- do now, exit slips, homework

**Suggested Activities:**

- Exit slips
- Do now activities
- Map studies
- Debates
- Image analysis
- Annotation of documents/research
- Current Events study

**Standards:**

***NJSLS in Social Studies:*** 6.2.12.B.5.c, 6.2.12.B.5.d-e, 6.2.12.C.5.a, 6.2.12.C.5.d-e, 6.2.12.C.5.g, 6.2.12.D.5.b-d, 6.2.12.A.6.a-d, 6.2.12.B.6.a-d, 6.2.12.D.6.a

***Common Core Standards for Literacy in Social Studies:***

See *Philosophy and Rationale*

**Modifications:** See Appendix I

## **Unit 10 :** **Post WWII Middle East**

### **Unit Summary:**

After WWII, many nations in the Middle East won their independence and charted their own path to modernization.

### **Unit Themes:**

### **Enduring Understanding:**

### **Essential Questions:**

### **Benchmark Assessments:**

- Quizzes
- Tests
- DBQ's
- Political Cartoons
- Formative assessments- do now, exit slips, homework

### **Suggested Activities:**

- Exit slips
- Do now activities
- Map studies – Middle East
- Debate on Arab-Israeli conflict
- Image analysis
- Annotation of documents/research
- Current Events study – relative to the Middle East

### **Standards:**

***NJSLS in Social Studies:*** 6.2.12.B.5.c, 6.2.12.B.5.e, 6.2.12.C.5.d-g, 6.2.12.D.5.d, 6.2.12.A.6.a-d, 6.2.12.B.6.a-d, 6.2.12.D.6.a

### ***Common Core Standards for Literacy in Social Studies:***

*See Philosophy and Rationale*

**Modifications:** See Appendix I

## V. Course Materials

“Modern World History: Connections to Today” –Prentice Hall  
United Streaming(Discovery Education)  
Leveled Readings and Primary Source documents  
Teacher Created materials

## VI. Assessments

### Formative Assessments

Exit slips  
Do now activities  
Graphic organizers  
Writing – formal (i.e. essays) and informal (i.e. journals)  
Discussion and debate, formal and informal  
Map, graph, chart analysis

### Summative Assessments

Quizzes  
Primary Source Analysis  
Unit Projects  
Unit Tests

## VII. Interdisciplinary Connections and Alignment to Technology standards

### Interdisciplinary Connections

Social studies encompasses a broad multidisciplinary field within its own academic area, including the teaching of anthropology, civics, economics, geography, history, political science, psychology and sociology. The NJCCCS are designed to integrate four core social studies disciplines: civics, economics, geography, and history. These interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary connections in this document expand outside of the distinct field of social studies into: moral/social education; science, mathematics, and technology; and literacy/language arts.

**Moral/social education:** What are universal ideas and problems shared across humanity? What does it mean to be a citizen? What are the responsibilities and opportunities for active citizenship? What ideals and actions will enhance my personal development and the development of my various communities?

- Character education (Responsive Classroom, Teaching Tolerance, Facing History and Ourselves)
- Global citizenship education - Civics Kids, Teaching Civics, Character.org, Teaching Tomorrow's Citizens, Campaign for the Civic Mission of Schools, World Savvy, and Facing History
- Social participation projects - 150 Service Learning Projects, Sci/SS Service Connections.

**Science, mathematics, and technology:** How are we all connected? How have science and technology changed how we live across time? How can study of data inform my understanding of social, political, and historical phenomena?

- Sustainability and environmental education (NGSS Science, Technology, and Society Appendix; Facing the Future; Project Wild; UNESCO)
- Health and medical education
- Analysis of graphic and statistical data (historical, social, political) - Making Connections through Mapping, and Statistics and Social Sciences

**Literacy (narrative, information, argument, and media):** How do certain texts inform our understanding of social studies and history? How can social studies be a venue to express and communicate our ideas?

- Reading and writing content units of study (ELA)
- Historical fiction - Elem. Thematic Reading Materials, Carter Woodson Book Award Winners, Notable Social Studies Texts,
- Media and information literacy - The DBQ Project, PBS Teaching Media Literacy, National Associations for Media Literacy Education,
- Research writing - Teachers College Reading and Writing Project Reading/Writing Units of Study,
- Argument - Teaching Argumentative Writing

### 21<sup>st</sup> Century Themes & Skills

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

### Social Studies and Technology K-12 Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing social studies topics are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

#### 8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.

- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.

**Please see district chart for more detailed connections**



## Appendix I

**Curriculum Differentiation** is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure.

The social studies is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

Teachers can differentiate

- *Content: What we teach and how we give students access to the information and ideas that matter*
- *Process: How students come to understand and "own" the knowledge, understanding, and skills essential to a topic*
- *Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study*

According to students'

- *Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning*
- *Interest-What a student enjoys learning about, thinking about, and doing*
- *Learning Style-A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture*

## **Examples of Modifications and Differentiation**

### **Gifted and Talented (content, process, product and learning environment)**

N.J.A.C. 6A:8-3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

#### *Sample Differentiation Strategies and Techniques that apply to Social Studies*

##### Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Sample Resource

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html>

##### Anchor Activities

Self-directed specified ongoing activities in which students work independently

Sample Resource

[http://www.rec4.com/filestore/REC4\\_AnchorActivityPacket\\_080513.pdf](http://www.rec4.com/filestore/REC4_AnchorActivityPacket_080513.pdf)

##### Curriculum Compacting

Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or

segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Sample resource:

<http://www.gifted.uconn.edu/sem/semart08.html>

### RAFT Assignments

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Sample resource:

[http://www.michigan.gov/documents/mde/SSWAC\\_225020\\_7.pdf p. 18](http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf_p.18)

### Flexible grouping

Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Sample resource:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

### Jigsaw Activities

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Sample resource:

<http://www.adlit.org/strategies/22371/>

### Extension Menus

Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are

often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Sample resource:

<http://gilbertps.schoolwires.net/cms/lib3/AZ01001722/Centricity/Domain/809/Teaching%20Gifted%20Book%20of%20Forms.pdf> Sample See p. 13

### **English Language Learners**

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In social studies, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

#### Instructional Supports:

Hands-on materials

-bilingual dictionaries

-visual aids

-teacher made adaptations, outlines, study guides

-varied leveled texts of the same content

Please refer to the following link-

<http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf>

as mentioned on the NJDOE website.

#### Preparing students for the lesson:

- Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.

- Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
- Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.
- Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

#### Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.
- Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.

#### Sample Resources:

CanDo Descriptors -

[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

Colorin Colorado - <http://www.colorincolorado.org/educators/>

WIDA - <https://www.wida.us/>

**Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)**

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in social studies classroom settings, grades K-12. The primary aim of social studies education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation – Expanding student motivation to learn content in social studies can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

**Students at Risk of School Failure**

Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.