

UNIT 1: Renaissance and Reformation

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

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|------------------|--|
| SOC.6.2.12.D.2.a | Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts. |
| SOC.6.2.12.D.2.b | Determine the factors that led to the Reformation and the impact on European politics. |
| SOC.6.2.12.D.2.e | Assess the impact of the printing press and other technologies developed on the dissemination of ideas. |
| SOC.6.2.12.CS2 | Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact. |
| H/SS.EH.1 | Intellectual and Cultural History |
| H/SS.EH.1.1 | Changes in religious thought and institutions |
| H/SS.EH.1.2 | Secularization of learning and culture |
| H/SS.EH.1.4 | Major trends in literature and the arts |
| H/SS.EH.1.5 | Intellectual and cultural developments and their relationship to social values and political events |
| H/SS.EH.1.7 | Developments in literacy, education, and communication |
| H/SS.EH.2 | Political and Diplomatic History |
| H/SS.EH.2.8 | Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations |
| H/SS.EH.2.9 | War and civil conflict: origins, developments, technology, and their consequences |
| H/SS.EH.3 | Social and Economic History |
| H/SS.EH.3.9 | Gender roles and their influence on work, social structure, family structure, and interest group formation |

Reading Standards

| | |
|---------------|---|
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.2 | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. |
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, |

ideas, or events interact and develop over the course of the text.

| | |
|---------------|---|
| LA.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| LA.RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |

Writing Standards

| | |
|----------------|---|
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.F | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| LA.W.11-12.3.A | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| LA.W.11-12.3.C | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to learn that the Renaissance and Reformation greatly changed Europe so that in the long run, they will be able to understand that these ideas led to revolutionary political, economic, cultural, and societal changes in the Western World and many of those ideas still exist today and we can have an impact on their implication or not.

Concepts

Essential Questions

- How can the arts affect your future?
- How do the arts reflect societal change as well as history?
- How do we know that new religious ideas aren't just some cult?
- How does religion change a culture and its norms?
- What ideas lead to warfare?
- What is meant by the Renaissance man or woman?
- What outside influences change peoples' personal beliefs?
- Would your religious views affect how you would vote? Explain.

Understandings

Students will understand that...

The culture of a society is the product of the religions, beliefs, customs, traditions, and government of that society.

New ideas and conflict between or within societies challenge traditional institutions leading to economic, political, and social reform.

A variety of governmental systems and political institutions develop over time.

Technological, economic, and ideological change influences the lives of everyday people.

Religion and the ideas it presents impacts societies and individuals.

Critical Knowledge and Skills

Knowledge

The students will know...

The definition of the Renaissance.

Italy's role in the start and spread of the Renaissance.

Impact of the Renaissance arts on the modern world.

How the Renaissance helped make changes in politics, social life, and economics.

How the Renaissance both spread religious traditions and encouraged secularism at the same time.

How to define the Protestant Reformation.

Evaluate the impact the Protestant Reformation had on the rest of Europe.

Examine reasons for the Counter-Reformation.

Analyze the long term impact of the Reformation on Europe and the world.

Skills

Students will be able to:

Analyze primary sources and discuss them for modern day application.

Analyze reasons for political, economic, social, and cultural changes.

Read charts, graphs, maps, and diagrams as a reference tool.

Conduct Internet research for further evaluating a subject matter.

Do short answer written questions with analysis.

Do a long essay with an A.P. Central Rubric as a guiding tool.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Internet Research to discuss and evaluate primary and secondary reading sources

Analyze maps, charts, graphs, and/or diagrams related to the topical materials

Cooperative Learning activity

Creating a graphic organizer

Learning to write according to A.P. Standards/ Rubrics

Role play activity

Share pair think critical thinking of essential questions

Extensive study guide packet on unit one

School Summative Assessment Plan

Quizzes according to A.P. Standards and formats

Essay Writing Prompt on either corroborating, modifying, or qualifying whether or not how Martin Luther's ideas are similar to other Protestant Reformers, and written according to A.P. Rubric

Test- multiple choice and short answer asking similarities and differences between the Italian and Northern Renaissances and the impact on politics according to A.P. Standards and formats

Primary Resources

A History of Western Society by McKay, Hill, and Buckler

Instructor's Master Notes and Power Points

Supplementary Resources

The Prince by Niccolo Machiavelli

Good Sense by Baron d'Holbach

"95 Theses" by Martin Luther

Book of the Courtier by Baldasaree Castiglione

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- ☐ Beginning
- ☐ Intermediate

- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Statistics and percentages on religious divisions in Europe after the Reformation Period.

ELA - Written Essay on the Reformation and short answer on test

SCIENCE - How technology like the printing press and its effect on European intellectual thought

SOCIAL STUDIES - How social groups like women did not progress during the eras

WORLD LANGUAGES - The first man of letters (Patriarch) challenged the system by writing in

Italian and opposed the church mandated Latin requirements

VISUAL/PERFORMING ARTS - Power point slides on Renaissance paintings

APPLIED TECHNOLOGY/BUSINESS - Economic changes due to Renaissance books and art being sold on a wide basis

GLOBAL AWARENESS - Unit concluding activity engaging students to show how both the Renaissance and Reformation changed the world

Learning Plan / Pacing Guide

AP Level / Gifted

Week One- Defining Renaissance with examples and its impact and differentiating from the Middle Ages

Political, economic, social, and cultural influences of the Renaissance discussed

Primary and secondary sources viewed and evaluated as per A.P. Standards

Week Two- Define Protestant Reformation and its long term impact

Learn to write a long essay as per AP standards on the Protestant Reformation and its impact

Discuss Counter/ Catholic Reformation with examples from history

Wars of Religion discussed and evaluated as to why the wars became more political than religious

Week Three- Cooperative Activity on the arts and religion (change vs resistance)

Learn how to write the short answer requirement as per AP

Test preparation as per AP requirement/ Study Guide due

Test with multiple choice and short answer comparing the Italian and Northern Renaissance

Periods

IEP Allowances-

Same subject matter but hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.

Unit 2: Age of Exploration and Scientific Revolution

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

| | |
|------------------|--|
| SOC.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. |
| SOC.6.2.12.CS2 | Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact. |
| H/SS.EH.1 | Intellectual and Cultural History |
| H/SS.EH.1.2 | Secularization of learning and culture |
| H/SS.EH.1.3 | Scientific and technological developments and their consequences |
| H/SS.EH.1.5 | Intellectual and cultural developments and their relationship to social values and political events |
| H/SS.EH.1.7 | Developments in literacy, education, and communication |
| H/SS.EH.1.8 | The diffusion of new intellectual concepts among different social groups |
| H/SS.EH.1.10 | Impact of global expansion on European culture |
| H/SS.EH.2 | Political and Diplomatic History |
| H/SS.EH.2.2 | Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence |
| H/SS.EH.3 | Social and Economic History |
| H/SS.EH.3.1 | The character of and changes in agricultural production and organization |
| H/SS.EH.3.2 | The role of urbanization in transforming cultural values and social relationships |
| H/SS.EH.3.5 | The development of commercial practices, patterns of mass production and consumption, and their economic and social impact |
| H/SS.EH.3.10 | The growth of competition and interdependence in national and world markets |

Reading Standards

| | |
|---------------|---|
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.2 | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. |
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, |

ideas, or events interact and develop over the course of the text.

LA.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing Standards

| | |
|----------------|---|
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.F | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| LA.W.11-12.3.A | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| LA.W.11-12.3.C | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to learn that new discoveries and new ideologies led to both new opportunities as well as new conflicts so that in the long run they can better apply those new opportunities and prevent upcoming conflicts.

Concepts

Essential Questions

- Are there any negatives aspects of science? Explain
- How can different cultures cooperate when their values differ?
- How does geography affect economic change?
- Is being adventurous worth the dangers?
- Is science in conflict with your religious beliefs?
- What branch of science do you feel is the most important today?
- What causes people to desire to explore new ideas and concepts?

Understandings

Students will understand that:

New discoveries bring both new opportunities and conflicts.

Geography shapes the way people live and interact with each other.

Geography affects economic changes.

Social changes take place over time as society adopts to new ideas.

Science can both aid religious beliefs and contradict them.

Scientific thought shaped the way future generations thought and reasoned.

Critical Knowledge and Skills

Knowledge

Students will know:

The definition of the Age of Exploration.

How the Age of Exploration affected politics, economic, social life, and culture/ religion.

How new economic theories were put into practice as a result of new land discoveries and acquisitions.

Ways in which the Scientific Revolution was a threat to the established Church.

Ways in which science changed man's ways of thinking and dealing with the world.

Skills

Students will be able to:

Read and compare old maps with new ones in making critical decisions.

Analyze primary and secondary sources.

Read secondary sources on the unit's topic and be examined through quizzes.

Analyze reasons for changes during both the Age of Exploration and Scientific Revolution.

Write an essay according to AP Central Rubric Standards.

Use Internet resources for further development of ideas and modern day applications.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Internet Research to discuss and evaluate primary and secondary reading sources

Analyze maps, charts, graphs, and/or diagrams related to topical materials

Learning to write according to A.P. Standards

Extensive Study Guide packet on unit two

School Summative Assessment Plan

Quizzes according to A.P. Standards and formats

Essay Writing Prompt on either corroborating, modifying, or qualifying if the Scientific Revolution had an economic impact in

Europe from the 16th-18th centuries.

Test- multiple choice and short answer asking about economic vs. political developments during the Age of Exploration.

Primary Resources

A History of Western Society by McKay, Hill, and Buckler

Instructor's Master Notes and Power Points

Supplementary Resources

Additional outside Resources:

The History Guide- Lectures on Early Modern European History by Stanley Kreis

Brief Review in Global History by Steven Goldberg

Principia Mathematica by Isaac Newton

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- ☐ Beginning
- ☐ Intermediate
- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Connecting mathematics with scientific discoveries in the Scientific Revolution

ELA - Essay Writing and Short Answer Writing on both the Age of Exploration and Scientific Revolution

SCIENCE - Scientific Revolution- major scientists and discoveries

SOCIAL STUDIES - Connecting the two eras with historic developments

WORLD LANGUAGES -Explorers had interactions with new languages in the New World

VISUAL/PERFORMING ARTS - Cultural connections shown in the arts from the Age of Exploration

APPLIED TECHNOLOGY/BUSINESS - Economic thinking activity associated with the Age of Exploration

GLOBAL AWARENESS - New explorations and cross cultural contacts and the effects on economics discussed

Learning Plan / Pacing Guide

A.P. Students/ Gifted-

Week One-

Define the Age of Exploration and examine it from multiple perspectives- political, economic, social, and cultural.

Analyze Old World vs. New World Maps and how economic fits into the overall picture.

Quiz on the Age of Exploration as per AP guidelines.

Week Two-

Define the Scientific Revolution with examples.

Primary source documents analyzed from the Scientific Revolution.

Quiz on the Scientific Revolution as per AP guidelines.

Week Three-

Long Essay assigned on the Scientific Revolution's long term impact.

Extensive Study Guide assigned and due regarding the unit's topics and critical thinking skills.

Test assigned with multiple choice and short written question asking about the political implications of European Exploration.

IEP Students:

Same subject matter but hard notes made available, allowances made as per a student's plan such as additional time, etc.

However, all A.P. Standards must still be followed.

Unit 3: Absolute and Constitutional Monarchism

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

| | |
|------------------|--|
| SOC.6.2.12.A.2.b | Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy). |
| SOC.6.2.12.A.3.b | Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. |
| H/SS.EH.1 | Intellectual and Cultural History |
| H/SS.EH.1.5 | Intellectual and cultural developments and their relationship to social values and political events |
| H/SS.EH.1.6 | Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism |
| H/SS.EH.2 | Political and Diplomatic History |
| H/SS.EH.2.1 | The rise and functioning of the modern state in its various forms |
| H/SS.EH.2.2 | Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence |
| H/SS.EH.2.4 | The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions |
| H/SS.EH.2.7 | Relationship between domestic and foreign policies |
| H/SS.EH.2.9 | War and civil conflict: origins, developments, technology, and their consequences |
| H/SS.EH.3 | Social and Economic History |
| H/SS.EH.3.5 | The development of commercial practices, patterns of mass production and consumption, and their economic and social impact |
| H/SS.EH.3.6 | Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe |
| H/SS.EH.3.11 | Private and state roles in economic activity |

Reading Standards

| | |
|---------------|---|
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.2 | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. |

| | |
|---------------|---|
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| LA.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |

Writing Standards

| | |
|----------------|--|
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.W.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| LA.W.11-12.2.C | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.F | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |

Transfer Goals and Career Ready Practices

Transfer Goals

Students will understand how the demand for governmental changes in Europe led to future generations

experiencing freedom so that they can likewise affect change for those that come after them.

Concepts

Essential Questions

- Do you feel political and economic changes can ever be done peacefully? Explain.
- How are constitutions like a game plan?
- What are the consequences if leaders choose not to listen to their people?
- What factors create a desire for people to demand changes from their leaders?
- What factors enable people to maintain their freedom or lose them?
- What is your role in preventing dictators from emerging?
- What should every constitution include?

Understandings

Students will understand that:

The rights of people often collide with the desires of their leaders.

The desire of democratic changes brings inevitable results.

Change requires a majority consensus from those afflicted.

Differences exist between governments allowing people freedom and governments not allowing people freedom.

Critical Knowledge and Skills

Knowledge

Students will know:

Absolute Monarchism dominated Europe for centuries- especially French style absolutism led by Kings Louis XIII and Louis XIV

Many Europeans wanted more freedom- resulting in limited monarchism in England.

Changes demanded by people bring results such as in England with more democratic reforms under a Constitutional Monarch.

The long term consequences of not allowing freedoms and allowing freedoms for people who live under their governmental systems.

Skills

Students will be able to:

Analyze how Absolute Monarchism has had an effect on political, social, economic, and culture/ religion of a society.

Understand Absolute Monarchism and Constitutional Monarchism and be able to apply those concepts to examples of today with the use of Internet research and critical thinking.

Read primary and secondary sources on unit topics.

Define new vocabulary with examples.

Do a Long Essay graded by an A.P. Central rubric.

Do a Document Based Essay graded by an A.P. Central rubric.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Internet research to discuss and evaluate primary and secondary reading sources

Analyze maps, charts, graphs, and/or diagrams

Create a graphic organizer to divide political, economic, social, and cultural elements of absolutism

Learn to write according to A.P. Standards/ Rubrics

Role playing activity

Extensive study packet on unit three

School Summative Assessment Plan

Quizzes according to A.P. standards and formats

Essay writing prompt on either corroborating, modifying, or qualifying whether or not King Louis XIV furthered absolutism politically in France

Document Based Question to either corroborate, qualify, or modify a topic learned in marking period one

Test- multiple choice and short answer explaining how Russia's Czar Peter the Great used absolutism to advance his nation culturally and socially

Primary Resources

A History of Western Society by McKay, Hill, Buckler

Instructor's master notes and power points

Supplementary Resources

Additional outside Resources:

"Edict of Nantes"- Henry IV of France

English Bill of Rights

English Parliament Act of Supremacy, 1534

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- ☐ Beginning
- ☐ Intermediate
- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Determine the number of years of absolute rule vs number of years of constitutional rule in Europe and its impact on percent of populations

ELA - Essay writing (long essay and Document-based)

SCIENCE - Examine the Academy of Sciences started by Louis XIV

SOCIAL STUDIES - Historic develops - short and long term of monarchies

WORLD LANGUAGES - Challenges to Latin discussed in detail

VISUAL/PERFORMING ARTS - New art styles that developed during the Absolute Monarchism Era in Europe

APPLIED TECHNOLOGY/BUSINESS - Changes in economics (such as mercantilism) that occurred during Absolute Monarchism

GLOBAL AWARENESS - Long term implications of the English Bill of Rights

Learning Plan / Pacing Guide

A.P. Students/ Gifted Students-

Week 1:

Define and give examples of Absolute Monarchism with French Kings Louis XIII and IV as the prime examples of evil developemnts

Critical thinking activities by studying absolutism on the Internet and role playing political scenarios

Quiz on Absolute Monarchism as per AP Requirements

Week 2:

Give example of a rare positive Absolute Monarch- Peter the Great of Russia; students make comparisons with other monarchs via a graphic organizer

Long Essay assigned with the topic of King Louis IV of France and his political developemnts

Analyze charts and diagrams of the time period

Week 3:

Contrast Absolute Monarchism with Constitutional Monarchism

Students develop a Bill of Rights modeled after the first one from England

Quiz on Constitutional Monarchism as per AP Requirements

Document Based Essay reading and writing learned as per AP guidelines

Study guide due and Test on the unit taken. Test is multiple choice and short answer regarding the reign of Peter the Great of Russia.

IEP Students:

Same subject matter but hard notes made available, and allowances made as per a student's plan such extra time on tests, etc.

However, all A.P. Standards must still be followed,

Unit 4: Enlightenment/ Agricultural Revolution/ 17th and 18th Century Changes in Europe

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

| | |
|------------------|--|
| SOC.6.2.12.A.3.a | Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities. |
| SOC.6.2.12.CS2 | Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact. |
| H/SS.EH.1 | Intellectual and Cultural History |
| H/SS.EH.1.2 | Secularization of learning and culture |
| H/SS.EH.1.3 | Scientific and technological developments and their consequences |
| H/SS.EH.1.4 | Major trends in literature and the arts |
| H/SS.EH.1.5 | Intellectual and cultural developments and their relationship to social values and political events |
| H/SS.EH.1.6 | Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism |
| H/SS.EH.1.7 | Developments in literacy, education, and communication |
| H/SS.EH.1.9 | Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual |
| H/SS.EH.2 | Political and Diplomatic History |
| H/SS.EH.2.1 | The rise and functioning of the modern state in its various forms |
| H/SS.EH.2.4 | The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions |
| H/SS.EH.3 | Social and Economic History |
| H/SS.EH.3.1 | The character of and changes in agricultural production and organization |
| H/SS.EH.3.4 | The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact |
| H/SS.EH.3.11 | Private and state roles in economic activity |

Reading Standards

| | |
|---------------|--|
| LA.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |
| LA.RL.11-12.8 | (Not applicable to literature) |
| LA.RL.11-12.9 | Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. |

Writing Standards

| | |
|----------------|---|
| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.F | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |

Section Title

Section Title

Transfer Goals and Career Ready Practices

Transfer Goals

Students will understand how basic human and social rights are necessary to create an effective government that has the best interest of its people in mind so that in the long run they too can be proactive in the issues of their day.

Concepts

Essential Questions

- How does what goes on in agriculture affect you personally?
- Is the political, economic, social, or cultural responsibility of a government most important to you?
- What are the consequences if leaders choose not to listen to their people?
- What factors create a desire for people to demand changes from their leaders?
- What happens to a society that is not flexible?
- What rights do you currently lack at school or at home?
- Would you ever favor laissez-faire economics? Explain.

Understandings

Students will understand that...

Political, economic, social, and religious movements change society.

Governments can balance the rights of individuals with the common good but often requires direct action by its citizens.

Governments are based upon effective ideals and principles.

A variety of governmental systems and political institutions develop over time.

The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Lifestyle changes are the results of bad or misinformed information.

Critical Knowledge and Skills

Knowledge

Students will know:

The definition of the Enlightenment and its political, social, economic, and human rights issues.

How Enlightenment thought brought a scientific mindset to Europe and the world.

The characteristics of the Agricultural Revolution and its long term effects.

Reasons for daily life changes in Europe from the 17th to the 18th centuries.

Skills

Students will be able to:

Analyze how the Enlightenment has had an effect on political, social, economic, and the culture/ religion of society.

Understand the Enlightenment and be able to apply major thinkers of the era to concepts of today with the use of critical thinking skills and Internet research.

Read primary and secondary sources on the unit topics and use them to take quizzes.

Define and apply new vocabulary terms.

Internet research to do a graphic organizer of key components of a historic topic.

Do a long essay as per A.P. Central standards and rubric.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Internet research to discuss and evaluate primary and secondary reading sources

Analyze maps, charts, graphs, and/or diagrams related to the topical materials

Cooperative Learning activity

Creating a graphic organizer

:Learning to write according to A.P. standards/ rubrics

Share Pair Think critical thinking of essential questions

Extensive study guide packet on unit four

School Summative Assessment Plan

Quizzes according to A.P. Standards and formats

Essay Writing Prompt on either corroborating, modifying, or qualifying societal changes taking place from the 17th century to the 18th century.

Test with multiple choice and short answer asking to analyze a question about Enlightened Despots .

Primary Resources

A History of Western Society by McKay, Hill, and Buckler

Instructor's Master Notes and Power Points

Supplementary Resources

Additional outside Resources:

18 Key Thinkers of the Enlightenment by Robert Wilde

Two Treaties of Government by John Locke

Candide by Voltaire

Spirit of the Laws by Montesquieu

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- ☐ Beginning

- ☐ Intermediate
- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Students research percentages of people accused of witchcraft in relation to the whole of society

ELA - Essay writing comparing the differences from 17th century Europe (superstitious) and 18th century Europe (scientific)

SCIENCE - New ideas about medicine and human anatomy including the human diet

SOCIAL STUDIES - How Enlightenment thought led to written constitutions guaranteeing freedom worldwide

WORLD LANGUAGES - More education in the 18th century meant new languages were being studied for trade and business

VISUAL/PERFORMING ARTS -Student-led Internet research on new trends in culture (especially the arts)

APPLIED TECHNOLOGY/BUSINESS - Critically think about how agriculture relates to business and economics

GLOBAL AWARENESS - How historic changes from the Enlightenment, Agricultural Revolution, and Scientific thought spread worldwide and analyze its long term impact

Learning Plan / Pacing Guide

A.P. / Gifted Students

Week 1:

Define Enlightenment and its characteristics with modern day applications

Read and make analysis on primary sources of Enlightenment thinkers

Relate the Enlightenment to other disciplines

Quiz on the enlightenment as per A.P. standards and format

Week 2

Define the Agricultural Revolution and its characteristics

Simulate a modern day economic-related activity to the Agricultural Revolution

Students make a graphic organizer to contrast the superstitious period of Europe (witchcraft, etc) in the 17th century to the scientific period of Europe in the 18th century

Week 3:

Long Essay written by students as per A.P. standards/ rubric contrasting the European 17th and 18th centuries

Extensive study guide done by students on all topics of the unit

Quiz on the Agricultural Revolution and 17th vs 18th century Europe as per A.P. standards

Test with multiple choice and short answer asking about Enlightened Despots and their roles

IEP Students

Same subject matter but hard notes made available, allowances made as per a student's plan such as extended time for tests, etc.

However, all A.P. Standards must still be followed.

Unit 5: French Revolution/ Napoleonic Age

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

| | |
|------------------|--|
| SOC.6.2.12.A.3.b | Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. |
| SOC.6.2.12.D.3.a | Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. |
| H/SS.EH.1 | Intellectual and Cultural History |
| H/SS.EH.1.1 | Changes in religious thought and institutions |
| H/SS.EH.1.2 | Secularization of learning and culture |
| H/SS.EH.1.4 | Major trends in literature and the arts |
| H/SS.EH.1.5 | Intellectual and cultural developments and their relationship to social values and political events |
| H/SS.EH.1.6 | Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism |
| H/SS.EH.1.8 | The diffusion of new intellectual concepts among different social groups |
| H/SS.EH.2 | Political and Diplomatic History |
| H/SS.EH.2.3 | The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics |
| H/SS.EH.2.4 | The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions |
| H/SS.EH.2.6 | Forms of political protest, reform, and revolution |
| H/SS.EH.2.9 | War and civil conflict: origins, developments, technology, and their consequences |
| H/SS.EH.3 | Social and Economic History |
| H/SS.EH.3.6 | Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe |
| H/SS.EH.3.9 | Gender roles and their influence on work, social structure, family structure, and interest group formation |

Reading Standards

| | |
|---------------|---|
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
|---------------|---|

| | |
|---------------|--|
| LA.RI.11-12.2 | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. |
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| LA.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| LA.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |

Writing Standards

| | |
|----------------|---|
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.F | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| LA.W.11-12.3.A | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| LA.W.11-12.3.C | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |

Transfer Goals and Career Ready Practices

Transfer Goals

Students will understand how the desire for reform must be listened to by government officials or the results could be the citizen taking matters into their own hands.

Concepts

Essential Questions

- Are dictators ever justified in their actions?
- Are you a happy citizen? Explain.
- Can much needed changes in politics and economics ever be done peacefully?
- Did history make Napoleon or Napoleon make history?
- How can abuse of power be avoided?
- How can the end result of change be made to be permanent and not temporary?
- What codes do you live by?
- What conflicts do you have with the government?

Understandings

Students will understand that...

Political, economic, and social movements change society.

Governments can balance the rights of individuals with the common good but often requires direct action by its citizens.

Governments are based upon effective ideals and principles.

A variety of governmental systems and political institutions develop over time.

The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Nations build upon both compromise and conflict.

Critical Knowledge and Skills

Knowledge

Students will know:

Causes and effects of the French Revolution

The difference between absolute and constitutional monarchism

The General Estate system in pre-revolutionary France

Stages of the revolution and each stage's impact

Key figures of the revolution

Rise and fall of Napoleon

Congress of Vienna and its impact on European politics and geography

Skills

Students will be able to:

Analyze how the French Revolution had an effect on political, social, economic, and culture/ religion of the society, and its spread in Europe.

Read primary and secondary sources on the unit topics and take quizzes as per A.P. standards and format.

Define new vocabulary, and apply those terms to life today.

Do a long essay with the prompt having students relate Enlightenment ideas to Napoleon's reign

Internet research on the causes and effects of reforms and revolutions.

Do an extensive study guide on unit 5 topics.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Internet research to discuss and evaluate primary and secondary reading sources

Analyze maps, charts, graphs, and diagrams

Analyze political cartoons associated with revolutions

Create a timeline of important events

Learning to write according to A.P. Standards/ Rubrics

Role playing activity

Chalkboard Splash vocabulary terms review activity

Extensive study guide on unit five

School Summative Assessment Plan

Quizzes according to A.P. Standards and formats

Essay writing prompt on either corroborating, modifying, or qualifying if Napoleon based his government on Enlightenment ideas

Test with multiple choice and short answer asking to give arguments both for and against the commoners being ready to run the French Government

Primary Resources

A History of Western Society by McKay, Hill, and Buckler

Instructor's Master Notes and Power Points

Supplementary Resources

Additional outside Resources:

Declaration of the Rights of Man by French Commoners during the French Revolution

Declaration of the Rights of Woman by Olympe de Gouges

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.

- ☐ Beginning
- ☐ Intermediate
- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Internet research to look at statistics during the French Revolutions (deaths to population, women activists to population, etc)

ELA - Essay Writing on Napoleon's role in the revolution

SCIENCE - How new inventions like the guillotine affected the French Revolution's progress

SOCIAL STUDIES - Incorporate past unit's Enlightenment thoughts into the rise of revolutions and reforms in government

WORLD LANGUAGES - French terms identified (such as sans-couettes, emigres, etc)

VISUAL/PERFORMING ARTS - French Nationalism shown in the arts

APPLIED TECHNOLOGY/BUSINESS - Discuss and evaluate how economic disparities and lack of a business structure leading to commoners rising up

GLOBAL AWARENESS - How ideas from the Enlightenment led to a series of revolutions around the globe (American, french, Haitian, etc)

Learning Plan / Pacing Guide

A.P. / Gifted Students

WEEK 1:

Discuss the causes leading to the French Revolution

Role playing activity and relate to modern day events

Detail how Enlightenment ideas (previous unit) led to revolution

Primary and secondary sources read and discussed and used on a quiz as per A.P. Standards and format

WEEK 2:

Continue the progression of the French Revolution

Students create a timeline of key events

Introduce Napoleon and his role within the revolution

Assign a long essay in which students corroborate, modify, or qualify that Napoleon used Enlightenment ideas in his government

WEEK 3:

Chalkboard Splash review of all key terms

Quiz with primary readings and charts as per A.P. standards and format

Extensive Study guide worked on both in and out of class

Test with multiple choice and short answer question regarding whether or not the commoners were ready to

run their own government in France

IEP Students

Same subject matter but hard notes made available, and allowances made as per a student's plan such as extra time on a test, etc.

However, all A.P. Standards must still be followed.

Unit 6: Industrial Revolution

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 2**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

| | |
|------------------|---|
| SOC.6.2.12.A.3.c | Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government. |
| SOC.6.2.12.CS3 | Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. 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. |
| H/SS.EH.1 | Intellectual and Cultural History |
| H/SS.EH.1.3 | Scientific and technological developments and their consequences |
| H/SS.EH.1.4 | Major trends in literature and the arts |
| H/SS.EH.1.5 | Intellectual and cultural developments and their relationship to social values and political events |
| H/SS.EH.1.6 | Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism |
| H/SS.EH.1.7 | Developments in literacy, education, and communication |
| H/SS.EH.1.9 | Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual |
| H/SS.EH.3 | Social and Economic History |
| H/SS.EH.3.2 | The role of urbanization in transforming cultural values and social relationships |
| H/SS.EH.3.3 | The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty |
| H/SS.EH.3.4 | The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact |
| H/SS.EH.3.5 | The development of commercial practices, patterns of mass production and consumption, and their economic and social impact |
| H/SS.EH.3.7 | The origins, development, and consequences of industrialization |
| H/SS.EH.3.9 | Gender roles and their influence on work, social structure, family structure, and interest group formation |
| H/SS.EH.3.10 | The growth of competition and interdependence in national and world markets |
| H/SS.EH.3.11 | Private and state roles in economic activity |

Reading Standards

| | |
|---------------|---|
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.2 | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. |
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| LA.RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| LA.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |

Writing Standards

| | |
|----------------|---|
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.F | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| LA.W.11-12.3.A | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| LA.W.11-12.3.C | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |

Transfer Goals and Career Ready Practices

Transfer Goals

Students will explain how industrialization has political, economic, and social consequences so that in the long run they too can participate in the political, economic, and social process that affects society.

Concepts

Essential Questions

- How did the Industrial Revolution change economics and politics?
- How does industrialization affect the arts?
- How does industrialization create a need for reform?
- How does industrialization impact society?
- What are your thoughts on what is necessary to achieve employment ?
- What factors are necessary for industrialization to occur in a society?
- What makes a good employee?
- Why was the Industrial Revolution really a social revolution?

Understandings

Students will understand that...

The desire to modernize has political, economic, and social consequences.

The desire to modernize affects the values of the society.

The desire to modernize requires education, resources, and necessary information.

Governments must make necessary changes as a result of technology.

Critical Knowledge and Skills

Knowledge

Students will know:

How the Industrial revolution began in Britain and reasons why the movement was successful.

What changes occurred in transportation, energy, and communications.

New business ideas and terms that resulted because of industrialization.

How to list the positive and negative changes and effects of the Industrial Revolution.

Reasons for industrialism being delayed from leaving Britain and the results once it spread elsewhere in Europe.

The thoughts and impact of thinkers who had political, social, and economic views regarding the Industrial Revolution.

Skills

Students will be able to:

Learn new vocabulary and implement those terms with classroom conversations and critical discussions.

Research additional info to supplement the unit by reading primary and secondary sources relating to economic thinkers in the Industrial Era.

Read additional primary sources to take quizzes as per A.P. Standards and format.

Write a long essay contrasting the Industrial Revolution in Britain alone vs. its spread worldwide as per A.P. Standards and rubric.

Write a Document Based Essay based on marking period two topics as per A.P. Standards and rubric.

Use technology to create a graphic organizer and or diagram relating to Industrial Revolution events.

Do an extensive study guide related to the unit's content.

Prepare for the midterm examination via a study guide and cooperative group participation.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Internet research to discuss and evaluate primary and secondary reading sources

Analyze, maps, graphs, charts, and/or diagrams related to topical materials

Analyzing photos and pictures of the social and cultural aspects of the Industrial Revolution

Learning to write and do revisions according to A.P. Standards/ rubric

Extensive Study guide on the unit for a test

Study guide for midterm examination

School Summative Assessment Plan

Quizzes according to A.P. Standards and format

Long Essay Writing Prompt either corroborating, qualifying, or modifying whether there were extensive changes in the Industrial Revolution once it left Britain as per A.P. Standards/ rubric

Document Based Essay on a marking period two topic using primary and secondary source documents for analysis and writing as per A.P. Standards/ rubric

Test with multiple choice and short answer asking to differentiate between business changes during industrialism

Midterm Examination on units 1-6

Primary Resources

A History of Western Society by MacKay, Hill, and Buckler

Instructor's Master Notes and Power Points

Supplementary Resources

Additional outside Resources:

Wealth of Nations by Adam Smith

Communist Manifesto by Karl Marx and Fredrich Engels

On the Principles of Political Economy and Taxation by David Riccardo

Essay on the Principles of Population by Thomas Malthus

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your

Teacher Edition to see this portion of the lesson.

- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- ☐ Beginning
- ☐ Intermediate
- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Gather Internet research on percentages of women and children involved in industrialism and pay rates as compared to men.

ELA - Essay writing- **LONG ESSAY** on the spread of the Industrial Revolution.

Document Based Essay on a marking period 2 topic.

SCIENCE - Research new forms of science due to industrialiam- chemisty, biology, engineering, environmentalists, etc.

SOCIAL STUDIES - New laws and regulations that went into effect due to industrialism

WORLD LANGUAGES - Discuss that the need to understand other languages was necessary for world trade

VISUAL/PERFORMING ARTS - New cultural developments shown (entertainment, sports, etc)

APPLIED TECHNOLOGY/BUSINESS - Students analyze how industrialization and technology go hand in hand

GLOBAL AWARENESS - Discuss how cross cultural connections became faster due to transportation advances

Learning Plan / Pacing Guide

A.P. / Gifted Students :

WEEK 1:

Define the Industria Revolution and give characteristics associated with the movement

Quiz on the Industrial Revolution (early years) with primary and secondary readings as per A.P. Standards

Students research other fields of study (science, math, etc) and how they relate to the Industrial Revolution

Game - related activity about unit topics

WEEK 2:

Students research charts and statistics related to industrialism and make judgments related to today

Second phase of the Industrial Revolution studied with the spread of the movement globally, as well as new economic thoughts,

Long Essay assigned in which the students must corroborate, modify, or qualify if the Industrial Revolution changed in any way once it spread outside Britain.

Quiz on the Industrial Revolution (later years) with primary and secondary readings as per A.P. Standards

WEEK 3:

Document Based Essay on a unit 2 topic with primary and secondary documents to be analyzed and written about according to A.P. Standards/ rubric

Extensive study guide done in and out of class.

Test with multiple choice and a question about business changes during the Industrial Revolution.

Midterm examination taken by students

IEP Students

Same subject matter but hard notes made available, and allowances made as per a student's plan (such as extra time on tests, etc).

However, all A.P. Standards must still be followed.

Unit 7: Nationalism and Imperialism

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 3**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

| | |
|------------------|---|
| SOC.6.2.12.A.3.e | Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations. |
| SOC.6.2.12.B.3.a | Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914. |
| SOC.6.2.12.C.3.b | Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources. |
| SOC.6.2.12.C.3.c | Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions. |
| SOC.6.2.12.CS1 | The Emergence of the First Global Age: Global Interactions and Colonialism: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment. |
| H/SS.EH.1.5 | Intellectual and cultural developments and their relationship to social values and political events |
| H/SS.EH.1.6 | Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism |
| H/SS.EH.1.8 | The diffusion of new intellectual concepts among different social groups |
| H/SS.EH.1.10 | Impact of global expansion on European culture |
| H/SS.EH.2 | Political and Diplomatic History |
| H/SS.EH.2.1 | The rise and functioning of the modern state in its various forms |
| H/SS.EH.2.2 | Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence |
| H/SS.EH.2.3 | The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics |
| H/SS.EH.2.4 | The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions |
| H/SS.EH.2.5 | The growth and changing forms of nationalism |
| H/SS.EH.2.6 | Forms of political protest, reform, and revolution |
| H/SS.EH.2.8 | Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations |
| H/SS.EH.3 | Social and Economic History |

| | |
|--------------|---|
| H/SS.EH.3.6 | Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe |
| H/SS.EH.3.7 | The origins, development, and consequences of industrialization |
| H/SS.EH.3.10 | The growth of competition and interdependence in national and world markets |

READING STANDARDS

| | |
|---------------|---|
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| LA.RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |

WRITING STANDARDS

| | |
|----------------|---|
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| LA.W.11-12.2.C | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.W.11-12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions |

LA.W.11-12.2.F

of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to learn that nationalism and imperialism had an effect both in Europe and abroad, and that were long term political, economic, social, and cultural implications. Students will then be able to make intelligent decisions linking past behaviors of nations to current trends.

Concepts

Essential Questions

- Does nationalism bring a nation together or does it tear them apart?
- How do differing political philosophies impact a nation's development?
- How does industrialism and nationalism interact?
- How does nationalism affect the formation of new nations and dissolution of old ones?
- What beliefs and policies make up a democratic nation?
- What happens when cultures collide?
- Who were the winners and losers in the nationalist era?
- Why have maps of Europe changed over the past two centuries?
- Would imperialism be appropriate today?

Understandings

Students will understand that...

Nationalism has political, economic, social, and cultural implications.

Nations build upon both compromise and conflict.

National politics is often defined in terms of ideology.

Economic philosophies reflect changes in society.

A nation's foreign policy changes to ensure that the nation's interests are protected and advanced.

The need for resources and markets promotes expansion and may lead to some degree of conflict.

Critical Knowledge and Skills

Knowledge

Students will know:

The definitions of nationalism, liberalism, and conservatism with examples.

How to compare and contrast opposing economic systems

The impact of nationalism in the form of revolutions in France, attempted ones in Russia, and unification movements in Germany and Italy.

The changes and effects of the Victorian Era.

How nationalism unites and divides countries and society.

How nationalism can lead to economic and social reforms.

The definition and reasons for European imperialism.

A nation's foreign policy changes to ensure that the nation's interests are protected and advanced.

The need for resources and markets promotes expansion and may lead to some degree of conflict.

Skills

Students will be able to:

Read and identify nations on a map.

Read charts, graphs, and diagrams.

Do Internet research for a graphic organizer on European nationalism and imperialism.

Do a long essay on a Nationalism and/or Imperialism topic.

Read primary and secondary sources on unit topics to take quizzes on them.

Critical thinking activities and discussions about the unit topics.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Internet research to discuss and evaluate primary and secondary reading sources.

Analyze maps, charts, graphs, and/or diagrams related to the topical materials.

Cooperative Learning activity.

Creating a graphic organizer.

Learning to write according to A.P. Standards/Rubrics

Role playing activity

Share pair think critical thinking of essential questions

Extensive study guide packet on unit one

School Summative Assessment Plan

Quizzes according to A.P. Standards and format

Essay Writing Prompt on either corroborating, modifying, or qualifying whether or not nationalism led to imperialism with economic consequences.

Test- multiple choice and short answer asking for two differences and one similarity in comparing the German and Italian Unification Movements.

Primary Resources

A History of Western Society by McKay, Hill, and Buckler

Instructor's Notes and Power Points

Supplementary Resources

Additional outside Resources:

"Europe and Africa in the 19th Century" by Jim Jones

"Speech to the Frankfurt Assembly"- Johann Gustav Droysen

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- ☐ Beginning
- ☐ Intermediate
- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Students will research economic gains and percentages by European nations in the Imperialism Era

ELA - Primary and secondary readings for quizzes and writing (Short answer on test and essay homework assignment on nationalism and imperialism)

SCIENCE - New technologies from the industrial era enabled imperialism to occur and be successful

SOCIAL STUDIES - Coincides with political, economic, social, and cultural history of Nationalism and Imperialism

WORLD LANGUAGES - Natives had new languages imposed on them by Europeans

VISUAL/PERFORMING ARTS - Cross cultural connections with new art movements during the Imperialism Era as well as Propaganda posters during the Age of Nationalism

APPLIED TECHNOLOGY/BUSINESS - Economic opportunities outside of Europe due to imperialism and the role it played in history discussed

GLOBAL AWARENESS - Europeans got a large sense of the world through exploration and imperialism

Learning Plan / Pacing Guide

Week One:

Rise of Nationalism and its consequences (positive and negative)

Nationalism in its various forms looked at in France, Germany, Italy, and Russia

Week Two:

The role nationalism played in conjunction with imperialism outside of Europe

Quizzes on primary and secondary source materials

Week Three:

Long Essay on Nationalism and Imperialism with economics being the focus

Foreign nations reactions to long term imperialism

Test preparation as per AP requirement/ Study Guide

Test with multiple choice and short answer pertaining to the topic of Nationalism's role in both German and Italian unification

IEP ALLOWANCES-

Same subject matter but hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all AP Standards must still be followed.

Unit 8: Armenian Genocide/ World War I/ Bolshevik Revolution

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 4**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

| | |
|------------------|--|
| SOC.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. |
| SOC.6.2.12.A.4.d | Assess government responses to incidents of ethnic cleansing and genocide. |
| SOC.6.2.12.B.4.a | Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939. |
| SOC.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. |
| H/SS.EH.1.1 | Changes in religious thought and institutions |
| H/SS.EH.1.3 | Scientific and technological developments and their consequences |
| H/SS.EH.1.4 | Major trends in literature and the arts |
| H/SS.EH.1.5 | Intellectual and cultural developments and their relationship to social values and political events |
| H/SS.EH.1.6 | Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism |
| H/SS.EH.2 | Political and Diplomatic History |
| H/SS.EH.2.2 | Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence |
| H/SS.EH.2.5 | The growth and changing forms of nationalism |
| H/SS.EH.2.6 | Forms of political protest, reform, and revolution |
| H/SS.EH.2.7 | Relationship between domestic and foreign policies |
| H/SS.EH.2.8 | Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations |
| H/SS.EH.2.9 | War and civil conflict: origins, developments, technology, and their consequences |
| H/SS.EH.3 | Social and Economic History |
| H/SS.EH.3.2 | The role of urbanization in transforming cultural values and social relationships |
| H/SS.EH.3.4 | The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact |
| H/SS.EH.3.11 | Private and state roles in economic activity |

READING STANDARDS

| | |
|---------------|---|
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| LA.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |
| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |

WRITING STANDARDS

| | |
|----------------|---|
| LA.W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.1.E | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to learn that nationalism had an effect both in Europe and abroad, and that there were long term political, economic, social, and cultural implications. Students will then be able to make diligent decisions linking past behaviors of nations to current trends.

Concepts

Essential Questions

- Are revolutions inevitable?
- Are you a militant or pacifist? Explain.
- How does fighting a war affect the economic prosperity of a nation?
- How does technology cause or prevent war?
- How does technology change war?
- How is power gained, used, and justified?
- What causes people to revolt?
- What causes would you fight for?
- What factors combined to draw the world into WW I?
- What role does the media and propaganda play in promoting wars?
- What would be your reaction if you knew about a genocide?

Understandings

Students will understand that ...

Technological innovations have consequences, both intended and unintended for a society.

Nations build upon both compromise and conflict which cause wide ranging and long-term effects.

National politics is often defined in terms of ideology and government propaganda.

Totalitarian governments threaten world stability.

Competition for resources and national pride lead to global conflicts.

World peace is desirable but not achievable.

Critical Knowledge and Skills

Knowledge

Students will know:

- The main causes of WW I.
- Technology greatly impacted the number of casualties.
- What governments collapsed at the end of WW I
- The development of modern day Turkey.
- Developments from the Paris Peace Talks.
- Treaty of Versailles laid the groundwork for future conflict (WW II).
- The cause of the Armenian Genocide and events associated with it.
- Russian Revolution was fought for political and economic reasons.
- Differences between democracy/ capitalism and totalitarianism / communism governmental and economic systems.

Skills

Students will be able to:

- Read and identify nations on a map.
- Read charts, graphs, diagrams, and political cartoons.
- Do Internet research for a graphic organizer on WW I governments that collapsed.
- Do a long essay on a WW I or Bolshevik Revolution Theme.
- Read primary and secondary sources on unit topics to take quizzes on them.
- Critical thinking activities and discussions about the unit topics.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Internet research to discuss and evaluate primary and secondary reading sources.

Analyze maps, charts, graphs, political cartoons, and/or diagrams related to topic materials.

Cooperative learning activity

Creating a graphic organizer

Learning to write according to A.P. Standards/ Rubrics

Role playing activity

Share pair think critical thinking of essential questions

Extensive study guide packet on unit eight

School Summative Assessment Plan

Quizzes according to AP Standards and format

Essay Writing Prompt on either corroborating, modifying, or qualifying an issue in World War I or the Bolshevik Revolution

Test- multiple choice and short answer question

Primary Resources

A History of Western Society by McKay, Hill, and Buckler

Instructor's Notes and Power Points

Supplementary Resources

Additional outside Resources:

Communist Manifesto by Karl Marx and Frederick Engels

"Armenian Genocide" - Encyclopedia Britannica

"World War I Maps"- Rand McNally

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- ☐ Beginning
- ☐ Intermediate
- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Calculate casualty rates per country and overall in World War I

ELA - Primary and Secondary Readings for quizzes and writing assignments

SCIENCE - New military technologies evaluated

SOCIAL STUDIES - Political, economic, social, and cultural developments on the homefront during WW I

WORLD LANGUAGES - Interpreting foreign languages during wartime

VISUAL/PERFORMING ARTS - New art styles that coincided with historic developments in WW I and in Russia with the Bolsheviks

APPLIED TECHNOLOGY/BUSINESS - The economic costs of war

GLOBAL AWARENESS - Europeans got a larger world view due to a global war

Learning Plan / Pacing Guide

Week 1:

Causes for WW I

The role of new technologies and propaganda during WW I

Quiz on primary and secondary source materials

Week 2:

The progression of WW I and particular developments explained

The end of WW I and peace treaties reviewed

Long Essay on WW I

Quiz on primary and secondary source materials

Week 3:

Reasons for the Bolshevik Revolutions

Extensive study guide for test

Unit Test

IEP ALLOWANCES- Same subject but hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all AP Standards must still be followed.

Unit 9: Interwar Years/ World War II/ Holocaust

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 3**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

| | |
|------------------|--|
| SOC.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. |
| SOC.6.2.12.B.4.a | Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939. |
| SOC.6.2.12.B.4.b | Determine how geography impacted military strategies and major turning points during World War II. |
| SOC.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. |
| SOC.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, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property). |
| SOC.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. |
| SOC.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. |
| H/SS.EH.1 | Intellectual and Cultural History |
| H/SS.EH.1.3 | Scientific and technological developments and their consequences |
| H/SS.EH.1.4 | Major trends in literature and the arts |
| H/SS.EH.1.5 | Intellectual and cultural developments and their relationship to social values and political events |
| H/SS.EH.2 | Political and Diplomatic History |
| H/SS.EH.2.3 | The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics |
| H/SS.EH.2.5 | The growth and changing forms of nationalism |
| H/SS.EH.2.6 | Forms of political protest, reform, and revolution |
| H/SS.EH.2.7 | Relationship between domestic and foreign policies |
| H/SS.EH.2.8 | Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations |
| H/SS.EH.2.9 | War and civil conflict: origins, developments, technology, and their consequences |
| H/SS.EH.3.3 | The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty |

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|--------------|---|
| H/SS.EH.3.6 | Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe |
| H/SS.EH.3.7 | The origins, development, and consequences of industrialization |
| H/SS.EH.3.11 | Private and state roles in economic activity |

Reading Standards

| | |
|---------------|---|
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.2 | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. |
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| LA.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| LA.RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |

Writing Standards

| | |
|----------------|---|
| LA.W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.11-12.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |

| | |
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| LA.W.11-12.2.C | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.F | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |

Transfer Goals and Career Ready Practices

Transfer Goals

Students will learn that economic depressions can lead to political upheaval, war and genocide so that in the long run, they will be able to understand that there has to be a globally accepted process for lasting peace.

Concepts

Essential Questions

- Does technology help or harm the ability for nations to maintain the peace?
- How do today's friends become tomorrow's enemies?
- How should guilt be assigned in cases of genocide?
- Is it true that those who don't learn from history are doomed to repeat it?
- Is there a global common good or just the common good of the most powerful/
- What is a war crime?
- What pre-war conditions in a society lead to more conflict?
- Why would citizens allow their government more power?

Understandings

Students will understand that:

Technological innovations have consequences both intended and unintended for a society.

Persecution of different races/ religions/ ethnic groups can lead to genocide and long term consequences.

The actions of individuals, groups, and/or institutions affect society through various consequences.

Fighting a war comes at a great cost to both the present and the future,
Totalitarian governments threaten world stability.
Both conflict and compromise can result in a war.
War changes economies, political institutions, and societies.
National politics is often defined in terms of ideology and government propaganda.

Critical Knowledge and Skills

Knowledge

Students will know:

Political and economic developments of the Interwar Years.
Life in the USSR under Stalin.
Social and cultural developments in the Interwar Years.
The goals and conflicts of the Axis vs. Allies in WW II.
Differences between Communists and Fascists,
major WW II Conferences and decisions from them.
technological advancements in weaponry (such as the atomic bomb).
Definition of a genocide and what made the Holocaust so extreme.
How the map of Europe changed after WW II.
The formation of the United Nations and its purpose in world politics.

Skills

Students will be able to:

Read and interpret nations on a map.

Read charts, graphs, and diagrams.

Analyze primary and secondary sources related to the Interwar period and WW II.

Do a long essay (as per AP Standards) that relates art movements of the 20th Century to historic events of the unit.

Internet research for more detailed information on unit topics.

Do an extensive study guide incorporating answers that will be used on a test.

Do a short written question per A.P. Standards.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Internet research to discuss and evaluate primary and secondary reading sources.

Analyze maps, charts, graphs, and/or diagrams related to the topical materials.

Cooperative Learning activity.

Learning to write as per AP Standards/ Rubric.

Critical thinking activities related to essential questions.

Extensive Study Guide ePacket on unit nine

School Summative Assessment Plan

Quizzes according to AP Standards and formats.

Essay Writing Prompt on either corroborating, modifying, or qualifying whether or not 20th Century art movements related to historic events of the era.

Test- multiple choice and short answer asking to detail two WW II Conferences that were successful and one that was not and why?

Primary Resources

A History of Western Society by McKay, Hill, and Buckler

Instructor's Notes and Power Points

Supplementary Resources

Excerpts from:

All Quiet on the Western Front by Eric Remarque

Grapes of Wrath by John Steinbeck

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- ☐ Beginning
- ☐ Intermediate
- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Calculate population differences prior to WW II and after WW II

ELA - Written Essay on Art Movements and short answer on test/ read primary and secondary source materials for quizzes

SCIENCE - Discuss new technologies such as the atomic bomb and the consequences of its power

SOCIAL STUDIES - How minority groups and women played a role in WW II

WORLD LANGUAGES - How the Navajo language was secretly used for communications in WW II and the Japanese did not have one person that could interpret it

VISUAL/PERFORMING ARTS - Art movements discussed in an essay

APPLIED TECHNOLOGY/BUSINESS - How economics (business) was affected by the Great Depression /How warfare affected business after the war

GLOBAL AWARENESS - Show students how extremism leads to warfare and genocides that have far reaching global consequences

Learning Plan / Pacing Guide

AP Level/ Gifted

Day/Week 1: Define Interwar Years and post WW I developments

Describe new political, economic, and social trends- both good and bad during the Interwar Period

Primary and Secondary Sources viewed and evaluated as per AP Standards

Week 2: Explain how extreme nationalism led to WW II and describe WW II events both politically and economically.

Detail social and cultural developments because of WW II

Essay Writing as per AP Standards regarding art movements during the era

Explain how new technologies (like the atomic bomb) made warfare more lethal

Week 3: Cooperative Activity relating to diplomacy and negotiating

Learn how to write a short answer as per AP standards

Detail the Holocaust and its atrocities and post WW II immediate developments (like the formation of the UN)

Test with multiple choice and short answer regarding WW II Conferences.

IEP Allowances-

Some subject matter but hard notes available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.

Unit 10: Cold War/ Bosnian Genocide/ European Union

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 4**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

| | |
|------------------|---|
| SOC.6.2.12.C.5.b | Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism. |
| SOC.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. |
| SOC.6.2.12.C.5.f | Assess the impact of the European Union on member nations and other nations. |
| SOC.6.3.12.C.1 | Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action. |
| SOC.6.3.12.D.1 | Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy. |
| SOC.6.3.12.D.2 | Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. |
| H/SS.EH.1 | Intellectual and Cultural History |
| H/SS.EH.1.1 | Changes in religious thought and institutions |
| H/SS.EH.1.3 | Scientific and technological developments and their consequences |
| H/SS.EH.1.5 | Intellectual and cultural developments and their relationship to social values and political events |
| H/SS.EH.1.6 | Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism |
| H/SS.EH.1.8 | The diffusion of new intellectual concepts among different social groups |
| H/SS.EH.1.10 | Impact of global expansion on European culture |
| H/SS.EH.2 | Political and Diplomatic History |
| H/SS.EH.2.2 | Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence |
| H/SS.EH.2.3 | The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics |
| H/SS.EH.2.4 | The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions |
| H/SS.EH.2.6 | Forms of political protest, reform, and revolution |
| H/SS.EH.2.7 | Relationship between domestic and foreign policies |

| | |
|--------------|---|
| H/SS.EH.3.3 | The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty |
| H/SS.EH.3.4 | The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact |
| H/SS.EH.3.6 | Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe |
| H/SS.EH.3.9 | Gender roles and their influence on work, social structure, family structure, and interest group formation |
| H/SS.EH.3.10 | The growth of competition and interdependence in national and world markets |
| H/SS.EH.3.11 | Private and state roles in economic activity |

Reading Standards

| | |
|---------------|--|
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |
| LA.RL.11-12.9 | Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. |

Writing Standards

| | |
|----------------|--|
| LA.W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.W.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.1.E | Provide a concluding paragraph or section that supports the argument presented (e.g., |

| | |
|----------------|--|
| | articulating implications or the significance of the topic). |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| LA.W.11-12.2.C | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to learn that there were factors that led to the beginning and end of the Cold War, so that in the long run they will be able to understand how diplomacy can triumph over conflict.

Concepts

Essential Questions

- Did the Cold War ultimately have a positive or negative impact on the world?
- Does the European Union have a desire to surpass the superpowers?
- How can the arts affect your future?
- How do economic and political differences lead to conflict between nations?
- How does fear impact government spending?
- How does technology cause or prevent wars?
- Were there hidden motives behind Cold War politics?
- What global problems result from the tension between world powers?
- Why do genocides gain momentum before the world responds?

Understandings

Students will understand that:

Technological innovations have consequences, both intended and unintended for a society.

A nation's foreign policy changes to ensure that the nation's interests are protected and advanced.

Fighting any war comes at great cost in the present and in the future.

Both conflict and compromise can result in war.

Conflicts impact domestic and international politics.

National politics is often defined in terms of ideology and government propaganda.

Ethnic hatreds can lead to warfare and genocides if not dealt with properly.

Unity comes in the form of international organizations in response toward world events.

Critical Knowledge and Skills

Knowledge

Students will know:

USA and USSR became dominant and opposing powers after WW II: NATO, Warsaw Pact, Marshall Plan, and Truman Doctrine.

How the "Iron Curtain" divided Europe for 46 years with various conflicts and tensions.

The fall of the USSR's dominance in the Cold War, but that its legacy lives on.

What caused Yugoslavia to divide and come into warfare and genocide.

The reasons for the formation of the European Union, its structure, and modern day concerns.

Skills

Students will be able to:

Analyze primary sources and discuss them for modern day application.

Analyze reasons for political, economic, social, and cultural changes.

Read charts, graphs, maps, and diagrams as a reference tool.

Conduct Internet research for further evaluating a subject matter.

Do short answer written questions with analysis.

Do a Long Essay with an A.P. Central Rubric as a guiding tool.

Do a Document Based Essay Question with an A.P. Central DBQ Rubric as a guiding tool.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Internet Research to discuss and evaluate primary and secondary reading sources.

Analyze maps, charts, graphs, political cartoons, and/or diagrams related to the topical materials.

Cooperative Learning activity.

Learning to practice writing skills as per A.P. Standards/ Rubrics

Role playing activity

Extensive Study Guide packet on unit ten

School Summative Assessment Plan

Quizzes according to A.P. Standards and formats.

Essay Writing Prompt on either corroborating, modifying, or qualifying whether or not the Cold War was more politically intense in Latin America as compared to Asia. Must be written according to A.P. Standards.

Document Based Essay Writing Prompt corroborating, modifying, or qualifying issues raised by

industrializing and the long term consequences for Europe. Must be written according to A.P. Standards.

Test- multiple choice and short answer asking a written response to a modern European issue. Must be written according to A.P. Standards.

Primary Resources

A History of Western Society by McKay, Hill, and Buckler

Instructor's Notes and Power Points

Supplementary Resources

Additional outside Resources:

Gross Domestic Product data from U.S. Department of Commerce

Maastricht Treaty provisions from the European Union

Excerpts from the Marshall Plan and Truman Doctrine

Excerpts from Das Kapital by Karl Marx

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- ☐ Beginning
- ☐ Intermediate
- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Compare GDP's of capitalist and communist nations during the Cold War; figure averages, and make evaluations.

ELA - Primary and Secondary source readings and A.P. essay and short answer writing

SCIENCE - Compare new military technologies and intelligence gathering since WW II.

SOCIAL STUDIES - Current challenges Europe faces regarding immigration.

WORLD LANGUAGES - Examine the need for foreign language interpreters during the Cold War espionage period.

VISUAL/PERFORMING ARTS - You tube video to evaluate Soviet cultural achievements- Bolshoi Ballet, etc.

APPLIED TECHNOLOGY/BUSINESS - How capitalism succeeded over capitalism around the world after the Fall of Eastern Europe/ USSR.

GLOBAL AWARENESS - Superpowers continue to emerge as a challenge to Europe- USA and China.

Learning Plan / Pacing Guide

A.P. Level/ Gifted

Week One: Define the Cold War and discuss important developments

Primary and Secondary Sources viewed and evaluated as per A.P. Standards.

Write a DBQ Essay on modern European issues as per A.P. Standards

Week Two: Detail the Fall of Communism in Eastern Europe/ USSR and worldwide.

Examine reasons for the Bosnian Genocide.

Write an essay on the topic of the Cold War as per A.P. Standards.

Week Three: Analyze reasons for the formation of the European Union

Test preparation with preparing for the short answer written section and multiple choice sections.

Test with multiple choice and short answer on a current European issue

IEP Allowance-

Same subject matter but with hard notes available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.

Unit 11: Final and National Exam Preparation Unit

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 4**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

| | |
|------------------|---|
| SOC.6.2.12 | World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible. |
| SOC.6.2.12.A.3.b | Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution. |
| SOC.6.2.12.A.3.d | Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals. |
| SOC.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. |
| SOC.6.2.12.B.3.a | Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914. |
| SOC.6.2.12.B.4.a | Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939. |
| SOC.6.2.12.B.4.b | Determine how geography impacted military strategies and major turning points during World War II. |
| SOC.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. |
| SOC.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. |
| SOC.6.2.12.C.3.b | Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources. |
| SOC.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. |
| SOC.6.2.12.CS1 | The Emergence of the First Global Age: Global Interactions and Colonialism: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment. |
| SOC.6.2.12.CS2 | Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact. |
| H/SS.EH.1 | Intellectual and Cultural History |

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| H/SS.EH.1.1 | Changes in religious thought and institutions |
| H/SS.EH.1.2 | Secularization of learning and culture |
| H/SS.EH.1.3 | Scientific and technological developments and their consequences |
| H/SS.EH.1.4 | Major trends in literature and the arts |
| H/SS.EH.1.5 | Intellectual and cultural developments and their relationship to social values and political events |
| H/SS.EH.1.6 | Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism |
| H/SS.EH.1.7 | Developments in literacy, education, and communication |
| H/SS.EH.1.8 | The diffusion of new intellectual concepts among different social groups |
| H/SS.EH.1.9 | Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual |
| H/SS.EH.1.10 | Impact of global expansion on European culture |
| H/SS.EH.2 | Political and Diplomatic History |
| H/SS.EH.2.1 | The rise and functioning of the modern state in its various forms |
| H/SS.EH.2.2 | Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence |
| H/SS.EH.2.3 | The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics |
| H/SS.EH.2.4 | The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions |
| H/SS.EH.2.5 | The growth and changing forms of nationalism |
| H/SS.EH.2.6 | Forms of political protest, reform, and revolution |
| H/SS.EH.2.7 | Relationship between domestic and foreign policies |
| H/SS.EH.2.8 | Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations |
| H/SS.EH.2.9 | War and civil conflict: origins, developments, technology, and their consequences |
| H/SS.EH.3 | Social and Economic History |
| H/SS.EH.3.1 | The character of and changes in agricultural production and organization |
| H/SS.EH.3.2 | The role of urbanization in transforming cultural values and social relationships |
| H/SS.EH.3.3 | The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty |
| H/SS.EH.3.4 | The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact |
| H/SS.EH.3.5 | The development of commercial practices, patterns of mass production and consumption, and their economic and social impact |
| H/SS.EH.3.6 | Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe |
| H/SS.EH.3.7 | The origins, development, and consequences of industrialization |
| H/SS.EH.3.9 | Gender roles and their influence on work, social structure, family structure, and interest group formation |
| H/SS.EH.3.10 | The growth of competition and interdependence in national and world markets |
| H/SS.EH.3.11 | Private and state roles in economic activity |

READING STANDARDS

| | |
|---------------|---|
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| LA.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |
| LA.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |

WRITING STANDARDS

| | |
|----------------|--|
| LA.W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.1.E | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). |
| LA.W.11-12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new |

element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to relate the themes and concepts of the overall world history course and its topics to their lives to be better citizens in a proactive and positive way learning from what worked and what did not in history.

Concepts

Essential Questions

- How do the arts reflect societal changes as well as history?
- How do we know that new religious ideas aren't just some cult?
- How does nationalism differ from globalism?
- How does religion change a culture and its norms?
- How does technology change society - good and bad?
- What does imperialism mean to you?
- What ideas lead to warfare?
- Why do economic systems clash?

Understandings

Students will understand that:

The course emphasizes relevant factual knowledge about European history from 1450 to the present in order to highlight intellectual, cultural, political, diplomatic, social, and economic developments.

The course teaches students to analyze evidence and interpretations presented in historic scholarship-

secondary sources that include research and historians' interpretations.

The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

The course provides students with frequent practice in writing analytical and interpretive essays such as DBQ's and thematic essays.

Critical Knowledge and Skills

Knowledge

Students will know:

The major topics of the course and their political, economic, social, and cultural features.

Details of the Renaissance, reformation, Age of Exploration, Scientific Revolution, Absolute vs. Constitutional Monarchism, Enlightenment, Agricultural Revolution, Changes in European life from the 17th to the 18th Centuries, French Revolution, Age of Napoleon, Industrial Revolution, Nationalism. Imperialism, World War I, Interwar Years, World War II, Holocaust, Cold War and Post- WW II Europe.

Skills

Students will be able to:

Practice Short Answer writing for the final/ national exams.

Practice Long Essay writing for the final/ national exams.

Practice DBQ Essay writing for the final/ national exams.

Practice multiple choice questions for the final/ national exams.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Analyze primary and secondary source documents

Evaluate data from maps, charts, graphs, and diagrams to make decisions.

Practice writing according to A.P. standards.

Extensive Study Guide to do in preparation for the final/ national exam.

School Summative Assessment Plan

Test- Final Exam with 50 multiple choice questions and a Long Essay with a writing prompt on the Atlantic Trade Route being a factor in economic development.

National Exam- Multiple Choice questions, three short answer questions, one long essay, and one DBQ Essay.

Primary Resources

A History of Western Society by McKay, Hill, and Buckler

Instructor's Master Notes and Power Points

Supplementary Resources

Additional outside Resources-

Teacher prepared notes and A.P. Central prepared materials as a review for the Ffinal and national exams.

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- ☐ Beginning
- ☐ Intermediate
- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.

- ❑ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ❑ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Chart to interpret combining mathematical and historic reasoning skills

ELA - Practice short answer writing, long essay writing, and DBQ essay writing.

SCIENCE - List and retest scientific achievements from the Scientific Revolution and 18th and 19th Centuries.

SOCIAL STUDIES - List the eadvancements of women century by century in Europe.

WORLD LANGUAGES - Re-study popular expressions from other Europea languages that are common on the national exam.

VISUAL/PERFORMING ARTS - Re-study art styles of the course (Impressionism, Surrealism, etc) and relate to historic developments.

APPLIED TECHNOLOGY/BUSINESS - List the origins and developemnts of major economic systems and cooresponding technological developments.

GLOBAL AWARENESS - Restudy the Ages of Exploration and Imperialism to make observations about Europe's role with the world.

Learning Plan / Pacing Guide

AP Level/ Gifted:

Week One- Practice multiple choice questions and restudy key pieces of information from marking period 1

Week Two- Practice written short answer writing and restudy key pieces of information from marking period 2

Week Three- Practice essay writing and restudy key pieces of information from marking period 3

Take a practice Final Exam

IEP Allowances- Sane subject but hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed.

Unit 12: Post National Exam Unit- Modern Day Europe

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Marking Period 4**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

| | |
|----------------|--|
| SOC.6.3.12.A.1 | Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. |
| SOC.6.3.12.D.1 | Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy. |
| SOC.6.3.12.D.2 | Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. |
| H/SS.EH.1 | Intellectual and Cultural History |
| H/SS.EH.1.1 | Changes in religious thought and institutions |
| H/SS.EH.1.3 | Scientific and technological developments and their consequences |
| H/SS.EH.1.4 | Major trends in literature and the arts |
| H/SS.EH.1.5 | Intellectual and cultural developments and their relationship to social values and political events |
| H/SS.EH.1.8 | The diffusion of new intellectual concepts among different social groups |
| H/SS.EH.1.10 | Impact of global expansion on European culture |
| H/SS.EH.2.2 | Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence |
| H/SS.EH.3.2 | The role of urbanization in transforming cultural values and social relationships |
| H/SS.EH.3.8 | Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences |
| H/SS.EH.3.9 | Gender roles and their influence on work, social structure, family structure, and interest group formation |

Reading Standards

| | |
|---------------|---|
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support |

analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LA.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

Writing Standards

LA.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LA.W.11-12.1.B

Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LA.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

LA.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LA.W.11-12.2.F

Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to explain reasons for the movements and ideas that are celebrated in the modern world so that they too can add their participation in years to come.

Concepts

Essential Questions

- Are international events worth it when the financial costs are too high?
- How do other disciplines of study interact with history?
- How do you respond when presented with differing political and religious philosophies?
- If something is secret and elitist can it also be good? Explain why or why not.
- Is globalism a threat to national identities and borders?
- What are positive and negative attributes to modern day nationalism?

Understandings

Students will understand that:

Political, economic, social, and cultural progress requires the national and world community to work together.

Many economic opportunities have consequences for the political, social, and cultural realms as well.

Advances in communications and transportation enable many societies to build and expand their influence and attain their goals.

Critical Knowledge and Skills

Knowledge

Students will know:

Modern day issues associated with national identities and global issues.

The importance of culture to a nation and its peoples' identity.

International organizations have varying goals, and to achieve those goals it takes time and money.

Secret societies (many originating in Europe) have been accused of undue political and economic influence.

The role of Europe as it relates to the larger world.

Skills

Students will be able to:

Analyze the features of past to present art movements in Europe through research and displayed in a power point assignment.

Write a detailed paper on the role of a secret society with political and/or economic impact.

Outline and write an annotated bibliography on a current European topic.

Produce research on poster boards with picture layouts relating to both women's movements and national festivals in Europe.

Research other disciplines as they relate to European history- each turned in as a written assignment- history and math/ history and physical education/ history and science.

Engage in critical thinking discussions about the role of politics, economics, social status, and cultural/ religious changes during the time frame.

Use Internet research or other sources to do a major research project as a cooperative group bidding for a modern day Olympics game, and giving a presentation in a debate format.

Research primary readings and do an assignment relating environmental issues to the modern world.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Internet research and writing an annotated bibliography on a modern day issue in Europe.

Research and make two poster boards- one on the European women's movement and one on a major European festival.

Internet research to make a power point on art styles throughout European history.

Across-the-disciplines assignments

Cooperative learning activity (Summer Olympics Competition) with written and visuals elements to debate with other groups

School Summative Assessment Plan

Final test incorporating multiple choice and written sections

Primary Resources

A History of Western Society by McKay, Hill, and Buckler

Instructor's Notes and Power Points

Supplementary Resources

Additional outside Resources:

N/A for this post - National Exam unit; students must look for their own primary and secondary sources for assignments

Technology Integration and Differentiated Instruction

Technology Integration

Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc...)

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions.
- ☐ These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- ☐ Beginning
- ☐ Intermediate
- ☐ Advanced
- ☐ All assignments will be created/translated in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - A specific assignment involving research as to how math and history relate with a visual graphic needed

ELA - Reading needed for research for this unit's assignments and written aspects as well

SCIENCE - A specific assignment involving research as to how science and history inter-relate with a visual graphic needed

SOCIAL STUDIES - Women's history incorporated into a poster board presentation by students

WORLD LANGUAGES - The Summer Olympics assignment involving the demographics of languages as a consideration

VISUAL/PERFORMING ARTS - Power point on European art styles from ancient to modern day

APPLIED TECHNOLOGY/BUSINESS - The economic elements of the Summer Olympics as part of the assignment

GLOBAL AWARENESS - The Summer Olympics Assignment incorporating nations and ethnic identities

Learning Plan / Pacing Guide

A.P. Level/ Gifted

Week One- Students work on European Arts Styles Power Point

Students work on assignments with history incorporated into math, physical education, and science

Cooperative Groups begin the Summer Olympics Competition assignment with a host of requirements via rubric

Week Two: Students work on Annotated Bibliography after researching a modern issue in Europe

Students work on poster boards on women's history and a major European festival

Students work on secret society assignment

Students continue to work on their Summer Olympics cooperative assignments

Week Three: Summer Olympics presentations and debates between groups

Final Test with multiple choice and a written section

IEP Allowance:

Same subject matter but with hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write assignments, or extra time on a test. However, all A.P. Standards must be followed.