

SOCIAL STUDIES DEPARTMENT

GRADE 9 WORLD HISTORY CURRICULUM 2016

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SUPERVISOR OF WORLD CULTURES

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SOCIAL STUDIES TEACHER

Week	Marking Period 1	Week	Marking Period 3
1	THE ITALIAN RENAISSANCE AND REFORMATION	11	INDUSTRIALIZATION
2		12	AGE OF DEMOCRACY AND PROGRESS
3	AN AGE OF EXPLORATION AND ISOLATION/ THE ATLANTIC WORLD	13	AGE OF IMPERIALISM - TRANSFORMATIONS AROUND THE GLOBE
4		14	
5	ENLIGHTENMENT AND SCIENTIFIC REVOLUTION	15	
Week	Marking Period 2	Week	Marking Period 4
6		16	THE WORLD AT WAR
7	EUROPEAN ABSOLUTISM	17	
8	THE FRENCH REVOLUTION AND NAPOLEON	18	
9		19	PERSPECTIVES ON THE PRESENT
10	NATIONALIST REVOLUTIONS	20	

Time Frame	2 weeks						
Topic							
The Italian Renaissance and Reformation							
Essential Questions							
<ul style="list-style-type: none"> ● Why was Italy the birthplace of the Renaissance? ● How did art, architecture, and sculpture change during the Renaissance? ● Describe the characteristics of the “Renaissance man” and “Renaissance woman”. ● Why were the Italian city-states so prosperous? ● How is humanism depicted in Renaissance art? ● What was the impact of the introduction of movable type? ● What were the main points of Luther’s teaching? ● Why did Luther’s ideas encourage the German peasants to revolt? 							
Enduring Understandings							
<ul style="list-style-type: none"> ● Understand how the Italian Renaissance impacted the modern world. ● The Italian Renaissance produced great artists, writers, architects, and sculptures. ● Understand how the Reformation profoundly impact religion and life in Europe. 							
Alignment to NJCCCS							
SOC.9-12.6.2.12.D.1.f	SOC.9-12.6.2.12.B.2.a						
SOC.9-12.6.2.12.B.2.b	SOC.9-12.2.12.D.2.a						
SOC.9-12.6.2.12.D.2.c	SOC.9-12.6.2.12.D.2.e						
SOC.9-12.6.2.12.C.2.a	SOC.9-12.6.2.12.D.2.b						
SOC.9-12.6.2.12.D.2.d							
Key Concepts and Skills							
Identify: humanism, perspective, secular, and patron, vernacular. Location, Geographic features and Natural Resources of Europe. Development of technology that allowed the Renaissance to spread. Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills							
Learning Activities							
Group work, PowerPoints and effective note taking, Video Clips, Google Earth, Document Based Questions, Topical Projects - group and individual.							
Assessments							
Group work Power-Point and note-taking Google Earth Data-Based Questions; Effective Writing Summative Assessment Student Presentations Google Classroom, Google Forms							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
New Jersey Student Learning Standards: English Language Arts/Literacy							

RH.9-10.2
RH.9-10.3
RH.9-10.9
WHST.9-10.7
WHST.9-10.8
WHST.9-10.1
WHST.9-10.2

Visual and Performing Arts

AR.9-12.1.1.12
AR.9-12.1.2.12

Science

SCI.9-12.5.1.12.A.3
SCI.9-12.5.1.12.B.c

Technology Integration

- Laptop and Projector
- PowerPoint Presentations
- Google Documents
- Google Earth
- Streaming Facts on File
- Document Based Questions
- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3

Time Frame	1 week						
Topic							
An Age of Exploration and Isolation							
Essential Questions							
<ul style="list-style-type: none"> • How role did the Renaissance influence and make possible the European exploration. • What were the reasons why China and Japan promoted isolationism as a policy? • What were the positive and negative outcomes of Zheng He explorations? • What were the causes of the downfall of the dynasties in China and Japan? • What was the role of women in China and Japan and how did the start of urbanization change the status of some women in Japan. 							
Enduring Understandings							
<ul style="list-style-type: none"> • How economics, technological advances, and religion did drove Europeans to make contacts throughout the world. • How does global trade influence the economies and politics of countries? 							
Alignment to NJCCCS							
SOC.9-12.6.2.12.A.1.a		SOC.9-12.6.2.12.B.1.a					
SOC.9-12.6.2.12.C.1.a		SOC.9-12.6.2.12.C.1.b					
SOC.9-12.6.2.12.C.1.c		SOC.9-12.6.2.12.C.1.e					
SOC.9-12.6.2.12.D.1.f		SOC.9-12.6.12.C.3.e					
SOC.9-12.6.12.D.3.b		SOC.9-12.6.12.D.3.d					
Key Concepts and Skills							
Location, Geographic features and Natural Resources of China and Japan. Development of technology to allow for exploration and also change battlefield tactics. Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills							
Learning Activities							
Group work, PowerPoints and effective note taking, Video Clips, Google Earth, Document Based Questions, Topical Projects - group and individual							
Assessments							
Group work Power-Point and note-taking Google Earth Data-Based Questions; Effective Writing Summative Assessment Student Presentations Google Classroom, Google Forms							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
New Jersey Student Learning Standards: English Language Arts/Literacy RH.9-10.2 RH.9-10.3 RH.9-10.9							

WHST.9-10.7

WHST.9-10.8

WHST.9-10.1

WHST.9-10.2

Visual and Performing Arts

AR.9-12.1.1.12

AR.9-12.1.2.12

Science

SCI.9-12.5.1.12.A.3

SCI.9-12.5.1.12.B.c

Technology Integration

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8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3

Time Frame	1 week
Topic	
The Atlantic World	
Essential Questions	
<ul style="list-style-type: none"> ● How did the voyages of Christopher Columbus open the door to the colonization and exploitation of the Americas? ● How did Hernando Cortez conquer the Aztec Empire? ● How did Francisco Pizarro conquer Peru? ● What conflicts between European countries developed over control of North America? ● How did Native Americans respond to the arrival of Europeans to the Americas? ● How did the Europeans meet their growing labor needs in the Americas? ● What was the Columbian Exchange and what impact did it have on Europe and the Americas? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● To understand the significance of the voyages of Christopher Columbus. ● To understand how Europeans colonized and settled North America. ● To understand the enduring legacy of the Atlantic slave trade. 	
Alignment to NJCCCS	
SOC.9-12.6.1.12.A.1.a,	SOC.9-12.6.1.12.B.1.b
SOC.9-12.6.1.12.B.1.a	SOC.9-12.6.1.12.C.1.a
SOC.9-12.6.1.12.C.1.b	SOC.9-12.6.1.12.D.1.a
SOC.9-12.6.2.12.C.1.b	SOC.9-12.6.2.12.C.1.c
SOC.9-12.6.2.12.C.1.d	SOC.9-12.6.2.12.C.1.e
SOC.9-12.6.2.12.D.1.b	SOC.9-12.6.2.12.D.1.f
SOC.9-12.6.2.12.D.1.c	SOC.9-12.6.2.12.D.1.e
SOC.9-12.6.2.12.D.1.d	
Key Concepts and Skills	
Jamestown, French and Indian War, Triangular trade, middle passage, Columbian Exchange, mercantilism capitalism joint-stock company , favorable balance of trade. Location, Geographic features and Natural Resources of the Americas. Development of technology to allow for exploration. Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills	
Learning Activities	
Group work, PowerPoints and effective note taking, Video Clips, Google Earth, Document Based Questions, Topical Projects - group and individual	
Assessments	
Group work Power-Point and note-taking Google Earth Data-Based Questions; Effective Writing Summative Assessment Student Presentations Google Classroom, Google Forms	

21 st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections							
New Jersey Student Learning Standards: English Language Arts/Literacy							
RH.9-10.2							
RH.9-10.3							
RH.9-10.9							
WHST.9-10.7							
WHST.9-10.8							
WHST.9-10.1							
WHST.9-10.2							
Visual and Performing Arts							
AR.9-12.1.1.12							
AR.9-12.1.2.12							
Science							
SCI.9-12.5.1.12.A.3							
SCI.9-12.5.1.12.B.c							

Technology Integration							
<ul style="list-style-type: none"> ● Laptop and Projector ● PowerPoint Presentations ● Google Documents ● Google Earth ● Streaming Facts on File ● Document Based Questions ● All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. ● 8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3 							

Time Frame	1 week						
Topic							
European Absolutism							
Essential Questions							
<ul style="list-style-type: none"> ● What is the significance of England’s defeat of the Spanish Armada? ● Why didn’t Spain’s economy benefit from the gold and silver from the Americas? ● Why did the Dutch revolt against Spain? ● What is the theory of absolutism? ● What effects did the years of riots have on Louis XIV and his subjects? ● What was the Thirty year’s War? ● What factors in Europe led to the rise of Prussia? ● What was the outcome of the Seven Years War? ● Why was Russia culturally different from the rest of Europe? ● What did Cromwell’s rule have in common with an absolute monarchy? ● How does a constitutional monarchy differ from an absolute monarchy? 							
Enduring Understandings							
<ul style="list-style-type: none"> ● To understand how England emerged as a world power after the defeat of the Spanish Armada. ● To understand the reign of Louis XIV. ● To understand the rise of rise of Russia. ● Understand the underlying conditions that caused revolutions and revolts in Europe. 							
Alignment to NJCCCS							
SOC.9-12.6.2.12.A.2.c	SOC.9-12.6.2.12.A.2.a						
SOC.9-12.6.2.12.B.2.b	SOC.9-12.6.2.12.A.3.c						
Key Concepts and Skills							
<p>Absolute monarchy, divine right, Edict of Nantes, skepticism, War of Spanish Succession, Thirty Years War, Seven years’ War. Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills</p>							
Learning Activities							
<p>Group work, PowerPoints and effective note taking, Video Clips, Google Earth, Document Based Questions, Projects - group and individual</p>							
Assessments							
<p>Group work Power-Point and note-taking Google Earth Data-Based Questions; Effective Writing Summative Assessment Student Presentations Google Classroom, Google Forms</p>							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

New Jersey Student Learning Standards: English Language Arts/Literacy

RH.9-10.2

RH.9-10.3

RH.9-10.9

WHST.9-10.7

WHST.9-10.8

WHST.9-10.1

WHST.9-10.2

Visual and Performing Arts

AR.9-12.1.1.12

AR.9-12.1.2.12

Science

SCI.9-12.5.1.12.A.3

SCI.9-12.5.1.12.B.c

Technology Integration

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- **8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3**

Time Frame	2 weeks						
Topic							
Enlightenment and Revolution							
Essential Questions							
<ul style="list-style-type: none"> ● What led Enlightenment scientists and Thinkers to question old ideas? ● Before the 1500s, who and what were the final authorities with regard to most knowledge? ● How did the heliocentric theory of the universe differ from the geocentric theory? ● What are the main steps of the scientific method? ● How did Hobbes and Locke differ? ● What did Montesquieu admire about the government of Britain? ● How did the Enlightenment lead to a more secular outlook? ● What sorts of reforms did the Enlightenment despots make? ● Why did the Articles of Confederation result in a weak national government? ● How did writers of the U.S. Constitution put into practice the idea of separation of powers, a system of checks and balances? 							
Enduring Understandings							
<ul style="list-style-type: none"> ● How did the U.S Constitution reflect the ideas of the Enlightenment? ● What role did technology play in the Scientific Revolution? 							
Alignment to NJCCCS							
SOC.9-12.6.2.12.2	SOC.9-12.6.2.12.A.3.b						
SOC.9-12.6.2.12.A.2.a	SOC.9-12.6.2.12.A.3.c						
SOC.9-12.6.2.12.A.2.b	SOC.9-12.6.2.12.A.3.d						
SOC.9-12.6.2.12.3	SOC.9-12.6.2.12.D.3.a						
SOC.9-12.6.2.12.A.3.a							
Key Concepts and Skills							
Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills							
Learning Activities							
Group work, Power Points and effective note taking, Video Clips, Google Earth, Document Based Questions, Topical Projects - group and individual							
Assessments							
Group work Power-Point and note-taking Google Earth Data-Based Questions; Effective Writing Summative Assessment Student Presentations Google Classroom, Google Forms							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

New Jersey Student Learning Standards: English Language Arts/Literacy

RH.9-10.2

RH.9-10.3

RH.9-10.9

WHST.9-10.7

WHST.9-10.8

WHST.9-10.1

WHST.9-10.2

Visual and Performing Arts

AR.9-12.1.1.12

AR.9-12.1.2.12

Science

SCI.9-12.5.1.12.A.3

SCI.9-12.5.1.12.B.c

Technology Integration

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- **8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3**

Time Frame	2 weeks						
Topic							
The French Revolution and Napoleon							
Essential Questions							
<ul style="list-style-type: none"> ● What was the impact of the French Revolution, the rise of Napoleon, and the Congress of Vienna? ● How did the social and economic inequalities in the Old Regime lead to the French Revolution? ● How were the “estates” divided in pre-revolutionary France? ● What kind of leader was Louis XIV? ● What was the Great fear? ● What measures did France institute to reform its government? ● What was the Reign of Terror? ● How did Napoleon quickly rise to power? ● What three “blunders” did Napoleon make? ● What was the goal of the Congress of Vienna? 							
Enduring Understandings							
<ul style="list-style-type: none"> ● How did inequalities in the social classes led to revolution in France. ● How Napoleon Bonaparte was able to seize and maintain power in France. 							
Alignment to NJCCCS							
SOC.9-12.6.2.12.3, SOC.9-12.6.2.12.A.3.a SOC.9-12.6.2.12.A.3.b	SOC.9-12.6.2.12.A.3.c SOC.9-12.6.2.12.A.3.d SOC.9-12.6.2.12.D.3.a						
Key Concepts and Skills							
Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills							
Learning Activities							
Group work, Power Points and effective note taking, Video Clips, Google Earth, Document Based Questions, Topical Projects - group and individual							
Assessments							
Group work Power-Point and note-taking Google Earth Data-Based Questions; Effective Writing Summative Assessment Student Presentations Google Classroom, Google Forms							
21st Century Skills							
<input checked="" type="checkbox"/>	Creativity	<input checked="" type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Communication	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Skills	<input checked="" type="checkbox"/>	Information Literacy	<input checked="" type="checkbox"/>	Media Literacy		
Interdisciplinary Connections							
New Jersey Student Learning Standards: English Language Arts/Literacy RH.9-10.2 RH.9-10.3							

RH.9-10.9
WHST.9-10.7
WHST.9-10.8
WHST.9-10.1
WHST.9-10.2

Visual and Performing Arts

AR.9-12.1.1.12
AR.9-12.1.2.12

Science

SCI.9-12.5.1.12.A.3
SCI.9-12.5.1.12.B.c

Technology Integration

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- **Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**
- **8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3**

Time Frame	1 week						
Topic							
Nationalist Revolutions Sweep West							
Essential Questions							
<ul style="list-style-type: none"> ● What caused the creoles in South America to rebel against Spain? ● What role did Agustin de Iturbide play in the independence of Mexico? ● How is a liberal different from a conservative? ● How successful were the revolts of 1848? Explain ● How did nationalism in the 1800s work as a force for both disunity and unity? ● What strategy did Otto von Bismarck use to make Prussia the leader of a united Germany? ● What are the five elements of romanticism? ● What are two ideas or attitudes of the romantic movement that reflect the ideals of nationalism? 							
Enduring Understandings							
<ul style="list-style-type: none"> ● How did inequalities in the social classes led to revolution in France. ● How Napoleon Bonaparte was able to seize and maintain power in France. 							
Alignment to NJCCCS							
SOC.9-12.6.2.12.3, SOC.9-12.6.2.12.A.3.a SOC.9-12.6.2.12.A.3.b		SOC.9-12.6.2.12.A.3.c SOC.9-12.6.2.12.A.3.d SOC.9-12.6.2.12.D.3.a					
Key Concepts and Skills							
Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills							
Learning Activities							
Group work, PowerPoints and effective note taking, Video Clips, Google Earth, Document Based Questions, Topical Projects - group and individual							
Assessments							
Group work Power-Point and note-taking Google Earth Data-Based Questions; Effective Writing Summative Assessment Student Presentations Google Classroom, Google Forms							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
New Jersey Student Learning Standards: English Language Arts/Literacy RH.9-10.2 RH.9-10.3 RH.9-10.9							

WHST.9-10.7

WHST.9-10.8

WHST.9-10.1

WHST.9-10.2

Visual and Performing Arts

AR.9-12.1.1.12

AR.9-12.1.2.12

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SCI.9-12.5.1.12.A.3

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Technology Integration

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Time Frame	2 weeks						
Topic							
Industrialization							
Essential Questions							
<ul style="list-style-type: none"> ● How did population growth and a revolution in agriculture spur the Industrial Revolution? ● What inventions transformed the textile industry? ● How did improvements in transportation promote industrialization in Britain? ● How did industrialization cause class tensions? ● What were some positive effects of the Industrial Revolution? ● How was millwork beneficial to young women? ● How did industrialization expand to other parts of Europe? ● What did Malthus and Ricardo say about the effects of population growth? ● How were the ideas of Marx and Engels appealing to industrial workers? ● Why might women abolitionists have headed the movement for women’s rights? 							
Enduring Understandings							
<ul style="list-style-type: none"> ● How different philosophical concepts and ideas influenced workers. ● The factory system was a major change in the way people lived and worked. ● The Industrial Revolution led to economic, political and social reforms. 							
Alignment to NJCCCS							
SOC.9-12.6.2.12.B.3.b		SOC.9-12.6.12.D.2.d					
SOC.9-12.6.12.A.3.e		SOC.9-12.6.2.12.B.3.a					
SOC.9-12.6.2.12.C.3.a		SOC.9-12.6.2.12.C.b.					
SOC.9-12.6.2.12.C.3.c		SOC.9-12.6.2.12.C.3.d					
SOC.9-12.6.2.12.D 3.a		SOC.9-12.6.12.A.3.f,					
SOC.9-12.6.2.12.A.2.a,		SOC.9-12.6.2.12.A.2.b,					
Key Concepts and Skills							
Development of technology that spurred the Industrial revolution. Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills							
Learning Activities							
Group work, PowerPoints and effective note taking, Video Clips, Google Earth, Document Based Questions, Topical Projects - group and individual							
Assessments							
Group work Power-Point and note-taking Google Earth Data-Based Questions; Effective Writing Summative Assessment Student Presentations Google Classroom, Google Forms							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

New Jersey Student Learning Standards: English Language Arts/Literacy

RH.9-10.2

RH.9-10.3

RH.9-10.9

WHST.9-10.7

WHST.9-10.8

WHST.9-10.1

WHST.9-10.2

Visual and Performing Arts

AR.9-12.1.1.12

AR.9-12.1.2.12

Science

SCI.9-12.5.1.12.A.3

SCI.9-12.5.1.12.B.c

Technology Integration

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- **8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3**

Time Frame	1 week						
Topic							
Age of Democracy and Progress							
● Essential Questions							
<ul style="list-style-type: none"> ● What was the reform Bill of 1832? ● Why do you think the Chartist demanded a secret ballot rather than public voting? ● How did Canada become a dominion of Great Britain? ● What was unusual about the first European settlers in Australia? ● Was Britain successful in dividing Ireland? ● What were the main economic differences between the Northern and Southern states? ● What was the Emancipation Proclamation? ● Why do you think Henry Ford reduced the price of the Model T? ● Why was the work of Pavlov and Freud groundbreaking? ● What changes were produced by mass culture? 							
Enduring Understandings							
<ul style="list-style-type: none"> ● How the pressure of the people caused Britain and France to undergo democratic reforms. ● Britain allowed self-rule in Australia and New Zealand, but delayed it for Ireland. ● Understand the reasons that allowed the United States to expand across North America and why the United States fought a civil war. 							
Alignment to NJCCCS							
SOC.9-12.6.2.12.3 SOC.9-12.6.2.12.B.3.a SOC.9-12.6.2.12.D.3.b SOC.9-12.6.2.12.A.3.d SOC.9-12.6.2.12.A.3.f							
Key Concepts and Skills							
Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills							
Learning Activities							
Group work, Power Points and effective note taking, Video Clips, Google Earth, Document Based Questions, Topical Projects - group and individual							
Assessments							
Group work Power-Point and note-taking Google Earth Data-Based Questions; Effective Writing Summative Assessment Student Presentations Google Classroom, Google Forms							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

New Jersey Student Learning Standards: English Language Arts/Literacy

RH.9-10.2

RH.9-10.3

RH.9-10.9

WHST.9-10.7

WHST.9-10.8

WHST.9-10.1

WHST.9-10.2

Visual and Performing Arts

AR.9-12.1.1.12

AR.9-12.1.2.12

Science

SCI.9-12.5.1.12.A.3

SCI.9-12.5.1.12.B.c

Technology Integration

- Laptop and Projector
- PowerPoint Presentations
- Google Documents
- Google Earth
- Streaming Facts on File
- Document Based Questions
- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
- **Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**
- **8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3**

Time Frame	2 weeks						
Topic							
Age of Imperialism							
Essential Questions							
<ul style="list-style-type: none"> ● What conditions existed in Africa before European domination? ● Why was the Congo of interest to Leopold II of Belgium? ● What were the driving forces of imperialism? ● What attitude did the British have towards Africans? ● What was the Berlin Conference? ● What three groups clashed over South Africa? ● What was the “new imperialism”? ● How did Ethiopia successfully resist European domination? ● What were some positive and negative effects of colonial rule in Africa? ● What is geopolitics? ● How did the British gain control over India? ● How did European powers gain control over the Pacific Rim? 							
Enduring Understandings							
<ul style="list-style-type: none"> ● Why the European countries scrambled to conquer and control the African continent. ● A new form of empire building had a lasting effect on Africa and the world. ● How the British were able to control India when the Mughal Empire declined and collapsed and the effect the British Empire had over Asia and the world. 							
Alignment to NJCCCS							
SOC.9-12.6.2.12.C.3.b SOC.9-12.6.2.12.C.3.e SOC.9-12.6.2.12.D.3.d				SOC.9-12.6.2.12.D.3.e SOC.9-12.6.12.A.3.g			
Key Concepts and Skills							
Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills							
Learning Activities							
Group work, Power Points and effective note taking, Video Clips, Google Earth, Document Based Questions, Topical Projects - group and individual							
Assessments							
Group work Power-Point and note-taking Google Earth Data-Based Questions; Effective Writing Summative Assessment Student Presentations Google Classroom, Google Forms							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

New Jersey Student Learning Standards: English Language Arts/Literacy

RH.9-10.2

RH.9-10.3

RH.9-10.9

WHST.9-10.7

WHST.9-10.8

WHST.9-10.1

WHST.9-10.2

Visual and Performing Arts

AR.9-12.1.1.12

AR.9-12.1.2.12

Science

SCI.9-12.5.1.12.A.3

SCI.9-12.5.1.12.B.c

Technology Integration

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- Google Documents
- Google Earth
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- **8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3**

Time Frame	1 week						
Topic							
Transformations Around the Globe							
Essential Questions							
<ul style="list-style-type: none"> ● What led to the Opium War between Britain and China? ● What was the Taiping Rebellion? ● What was the Boxer Rebellion? ● Why did Japan end its isolation? ● What is economic imperialism? ● How did the Monroe Doctrine aid in Cuba's quest for independence? ● How was the Panama Canal constructed? ● What was the Roosevelt Corollary? ● How did Mexico gain its independence? 							
Enduring Understandings							
<ul style="list-style-type: none"> ● The effect of economics and colonialism on China. ● What was the effect on Japan's modernization for its people and Asia? ● What was the effect of the United States imperialism in Latin America and the world? 							
Alignment to NJCCCS							
SOC.9-12.6.2.12B.3.c SOC.9-12.6.2.12.A.3.a SOC.9-12.6.2.12.D.3.c SOC.9-12.6.2.12.D.3.d				SOC.9-12.6.12.A.3.b SOC.9-12.6.12.A.3.c SOC.9-12.6.12.C.3.f			
Key Concepts and Skills							
Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills							
Learning Activities							
Group work, Power Points and effective note taking, Video Clips, Google Earth, Document Based Questions, Topical Projects - group and individual							
Assessments							
Group work Power-Point and note-taking Google Earth Data-Based Questions; Effective Writing Summative Assessment Student Presentations Google Classroom, Google Forms							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
New Jersey Student Learning Standards: English Language Arts/Literacy RH.9-10.2 RH.9-10.3							

RH.9-10.9
WHST.9-10.7
WHST.9-10.8
WHST.9-10.1
WHST.9-10.2

Visual and Performing Arts

AR.9-12.1.1.12
AR.9-12.1.2.12

Science

SCI.9-12.5.1.12.A.3
SCI.9-12.5.1.12.B.c

Technology Integration

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- **8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3**

Time Frame	3 weeks
Topic	
The World at War	
Essential Questions	
<ul style="list-style-type: none"> ● What were the reasons for the hostility between Austria-Hungary and Serbia? ● What caused WWI to be a different type of war than the previous wars? ● What complaints did various mandated countries voice about the Treaty of Versailles? ● What was the goal of Woodrow Wilson's Fourteen Points? ● How did the conclusion of WWI and WWII affect the world until the present day in ways that were unintended? ● How did the Soviet Union's Communist government prevent nationalism from threatening the new state created by the revolution? ● How did Southwest Asia change as result of nationalism? ● Why did the leadership of many eastern European nations fall to dictators? ● How has the world looked at genocide in a different way since WWII? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● In Europe, military build-up, nationalistic feelings, and rival alliances set the stage for a continental war. ● Much of the technology of modern warfare, such as fighter planes and tanks, was introduced in WWI. ● The War propelled the United States to a new position of international power, which it holds today. ● After WWI, the Allies dictated a harsh peace settlement that left many nations upset. ● Long term social unrest in Russia exploded in revolution and ushered in the first Communist government. ● The seeds of China's late 20th century political thought, communism, were planted at this time. ● Nationalism triggered independence movements to overthrow colonial powers. ● In response to political turmoil and economic crises, Italy and Germany turned to totalitarian dictators. ● Hitler's actions set off World War II. The results of the war still affect the politics and economics of today's world. ● World War II established the US as a leading player in international affairs. ● The violence against Jews during the Holocaust led to the founding of Israel after WWII. ● The Allies victory in WWII set up conditions for both the Cold War and today's post-Cold War world. 	
Alignment to NJCCCS	
<p>SOC.9-12.6.2.12.A.4.a-d SOC.9-12.6.2.12.B.4.a-d SOC.9-12.6.2.12.C.4.a-d SOC.9-12.6.2.12.D.a-l.</p>	
Key Concepts and Skills	
Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills	

Learning Activities

Group work, Power Points and effective note taking, Video Clips, Google Earth, Document Based Questions, Topical Projects - group and individual

Assessments

Group work
 Power-Point and note-taking
 Google Earth
 Data-Based Questions; Effective Writing
 Summative Assessment
 Student Presentations
 Google Classroom, Google Forms

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

New Jersey Student Learning Standards: English Language Arts/Literacy
 RH.9-10.2
 RH.9-10.3
 RH.9-10.9
 WHST.9-10.7
 WHST.9-10.8
 WHST.9-10.1
 WHST.9-10.2
 Visual and Performing Arts
 AR.9-12.1.1.12
 AR.9-12.1.2.12
 Science
 SCI.9-12.5.1.12.A.3
 SCI.9-12.5.1.12.B.c

Technology Integration

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- PowerPoint Presentations
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- **8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3**

Time Frame	2 weeks
Topic	
Perspectives on the Present	
Essential Questions	
<ul style="list-style-type: none"> ● Why did the allies, the Soviet Union and the US, split after the war? ● How did the outcome of the Chinese civil war contribute to Cold War tensions? ● How has Gandhi changed the methods that people use to achieve more freedoms? ● What role has oil played in conflicts after WWII? ● What is the relationship of European Countries and the US with their former colonies? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● The conflicts between the US and the Soviet Union played a major role in reshaping the modern world ● Even after the Holocaust the world still has encountered genocide in Rwanda and other countries. ● The United States and the United Nations has attempted to improve human rights throughout the world. ● The breakup of the British Empire in India has led to numerous wars and continuing tension. ● Communism has disappeared or changed in the last decade of the 20th century and the first decade of the 21st century. ● After two World Wars, Europe has become more integrated by the European Union. ● Women have made great strides in the last fifty years to achieve equal rights, but progress varies from country to country. ● In the last twenty years many countries have come together to fight terrorism and recessions. ● The world has become more interconnected in their economies, resources, media, scientific advances and other areas which can affect all aspects of life. 	
Alignment to NJCCCS	
SOC.9-12.6.2.12.A.5.a-e SOC.9-12.6.2.12.B.5.a-e SOC.9-12.6.2.12.C.5.a-g SOC.9-12.6.2.12.D.a-d	SOC.9-12.6.2.12.A.a-d SOC.9-12.6.2.12.B.a-d SOC.9-12.6.2.12.C.a
Key Concepts and Skills	
Mapping, Identification of Regions, Group collaboration, Use of technology for historical investigation, studying skills, outlining, Reading comprehension, Document Based Questions, and Research skills	
Learning Activities	
Group work, Power Points and effective note taking, Video Clips, Google Earth, Document Based Questions, Topical Projects - group and individual	
Assessments	
Group work Power-Point and note-taking Google Earth Data-Based Questions; Effective Writing Summative Assessment	

Student Presentations Google Classroom, Google Forms							
21 st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
New Jersey Student Learning Standards: English Language Arts/Literacy							
RH.9-10.2							
RH.9-10.3							
RH.9-10.9							
WHST.9-10.7							
WHST.9-10.8							
WHST.9-10.1							
WHST.9-10.2							
Visual and Performing Arts							
AR.9-12.1.1.12							
AR.9-12.1.2.12							
Science							
SCI.9-12.5.1.12.A.3							
SCI.9-12.5.1.12.B.c							
Technology Integration							
<ul style="list-style-type: none"> ● Laptop and Projector ● PowerPoint Presentations ● Google Documents ● Google Earth ● Streaming Facts on File ● Document Based Questions ● All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration ● Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. ● 8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3 							