Summit Public Schools
Summit, New Jersey

Summit High School
Grade 9 / English and Social Studies
Length of Course: Full Year

Global Studies

Course Description:
This one year interdisciplinary Global Studies class is a double-period course that combines freshman year English and World History. Global Studies creates an environment that encourages students to make connections between world literature and world history. The course will begin with a review of the major political and cultural legacies of the classical and medieval worlds and end with the major global events of the 20th century and the post World War II era of globalization. Through discovery, analysis, and discussion of literature and historical events, we'll uncover themes that reoccur throughout history and continue to impact our lives.

Unit #1:	The Age of Global Encounters – *Julius Caesar, The Odyssey*	8 weeks
Unit #2:	The Age of Revolutions – *Ender's Game, Speak*	8 weeks
Unit #3:	The Era of the Great Wars – *There are No Children Here;* excerpts from *Midnight's Children; Cry, the Beloved Country*	9 weeks
Unit #4:	The Modern World: 1945-Present – *Animal Farm; Maus I Of Mice and Men;*	7 weeks

NOTE: Collaboration by the two teachers in planning and instruction, and integration of the content and skills of both subject areas is central to this course. However, for the purposes of clarifying how Common Core Standards are addressed in the curriculum, and how they are aligned with the separate World History and English 1 courses of study, they are presented as distinct sections in this document. This is also to assist the teachers from each subject area in delineating what skills and content are expected to be covered in the course. Through co-planning and co-teaching Common Core Standards in English will be fully integrated into each unit of study in the class.

Anchor Standard—Reading:

Key Ideas and Details:
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:
4. Interpret words and phrases as they are used in a text, including determining technical,

connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently.

Big Ideas: *Course Objectives / Content Statement(s)*	

1. Students will understand how personal identity is shaped through a combination of internal conflicts and outside forces.
2. Students will be able to analyze the development of plot, characters, conflict, and theme in a piece of literature.
3. Students will be able to identify and analyze how literary techniques advance themes.
4. Students will be able to make connections between literature and historical periods to explain how literature depicts lessons taught by history.
5. Students will know to read for advanced understanding by using their metacognitive skills.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What forces shape an individual's identity? Which of those forces can be controlled, and which can't? • What lessons can be learned through literature that can be applied to real life? • How do authors develop plot, characters, conflict, and themes in works of fiction? What literary techniques do they apply and why? • What do readers do when they don't understand the author's meaning or	Students will understand that… • An individual's identity is developed through inner and outer forces acting on him/her, including inner conflicts and historical movements • Literature can mirror history and teach us lessons that can be applied to real life. • Careful readers cite the details authors use to develop central themes and how they create plot and characterization • Readers identify the form in which a story is told (oral storytelling, fiction, memoir, graphic novels) and understand

purpose?	why the author chose that form.
	• Strong readers note how a text is organized and analyze how the structure reinforces themes and develops plot.
	• Strong readers practice metacognitive reading skills, including summarizing, inferring, visualizing, predicting, and evaluating.
	• Strong readers identify and analyze literary techniques, including diction, narrative structure, mood, tone, figurative language, allusions, characterization, motifs, and setting
	• Strong readers know to read between the lines and infer, rather than relying solely on literal interpretations
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Key Ideas and Details	Sample Assessments:
• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. **Plot, character, conflict, and thematic development**: students will chart Odysseus and Telemakhus's journeys in *The Odyssey* to follow the development of the plot and the impact of outside forces on the characters' development.
• Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
• Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	2. **Author's use of literary techniques**: after defining, identifying, and analyzing examples of rhetorical devices and appeals in *Julius Caesar*, students will write their own persuasive speeches on a topic of their choice, integrating the devices and appeals used by Shakespeare.
• Identify the impact of history on the author and the text's characters; draw connections to current events and the lessons taught by the text	3. **Literature mirrors history**: students will identify different styles of leadership in *Ender's Game* after learning about absolutism and constitutionalism and create Facebook pages for each significant character that reflects his/her leadership style
• Understand how an author and/or character's point of view differs based on his/her personal and historical experiences.	
Craft and Structure	4. **Impact of history on authors/characters**: after reading Wollstonecraft's *A Vindication of the Rights of Women*, students will draw connections
• Determine the meaning of words and phrases as they are used in the text, including figurative and connotative	

meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise and advance the text's themes.
- Identify the genre and form in which a story is told and how that advances the author's themes.

Integration of Knowledge and Ideas

- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

- By the end of grade 9, read and comprehend literary fiction and nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

between Wollestonecraft's message and Melinda's struggle to find her voice in *Speak* by writing Melinda's version of a vindication of the rights of women.

5. **Different mediums and points of view**: students will define, identify, and analyze graphic novel techniques in *Maus I* and explain how visual images advance the author's themes in a way that words alone could not accomplish. Students will practice these techniques by creating their own graphic novels that use images to demonstrate an important moment in their lives. Students will also explain how Art Spiegelman's personal experiences, and his father's historical experiences, shaped the author's perspective.

6. **Technology integration and media literacy**: throughout the year, students will be required to use technology for word processing, editing, publishing, multimedia presentations, and research. Students will also create media presentation to demonstrate their knowledge (i.e. iMovie, Prezi, newspaper, poster, PowerPoint etc.). Students will assess how those who create narratives use a variety of mediums to present their perspective

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

| | Life and Career Skills

21st Century Themes (as applies to content area):
Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy |
|---|---|

English Anchor Standard—Writing:

Text Type and Purposes:
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing:
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Big Ideas: *Course Objectives / Content Statement(s)*

1. The students will be able to develop as analytical writers who can create and defend a thesis through the use of support from multiple sources.
2. The students will be able to write creative pieces, including personal reflections, based on topics and literary techniques studied in class.
3. The students will be able to complete a research project that involves using multiple sources and source types, reporting the findings, and avoiding plagiarism.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How can a person persuade their reader through writing? • How can creative writing draw a reaction from a reader? • How can we research effectively? • How can we turn our research into informative and insightful writing?	Students will understand that… • Writing is a reflection of the author's understanding and thinking. • Persuasive writing uses claims and warrants to convince the reader. • Good writing is a process that includes pre-writing, drafting multiple versions of a paper, and editing. • There is a distinction between personal reflection and analytical writing. • Effective research includes conducting short as well as more sustained research to answer a question, gather relevant information from multiple authoritative print and digital sources, draw evidence from literary or informational texts to support analysis, and reflection. • Transforming research into writing involves identifying a topic, selecting only the most relevant information, and organizing it in a persuasive manner. • Plagiarism means taking someone's words or ideas as if they were your own.
Areas of Focus: Proficiencies **(Cumulative Progress Indicators)**	**Examples, Outcomes, Assessments**

Writing Types and Purposes
 	
• Write arguments to support claims in an analysis of substantive topics or texts
    • Introduce precise claims
    • Develop claims and supply evidence
    • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between
	1. **Writing informative/explanatory texts:** Students will write an informative piece explaining and comparing the impact of British imperialism on India and South Africa. Numerous and varied perspectives will be investigated, including those of the colonizers and the colonized, to understand both sides and to prevent bias. Information will be presented through a multimedia source.

complex ideas
- Establish and maintain a formal style and objective tone
- Provide a concluding statement or section
- 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.
  - Introduce a topic; organize subtopics to develop the topic; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop and substantiate the topic with organized, relevant, and sufficient facts, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- Write narratives to develop real or imagined experiences or events using

2. **Writing arguments to support claims:** Students will write a persuasive comparative essay that compares the impacts of propaganda and totalitarianism masquerading as communism and equality in *Animal Farm* and "Harrison Bergeron." Students will practice brainstorming techniques such as freewriting, webbing or mapping, listing or bulleting, and relationships between parts, as the first stage of the writing process. Students will then craft outlines and begin conducting targeted searches for evidence in the novel and short story. Next, students will cluster their evidence and begin forming a persuasive organization and structure to their essay. After writing their first draft, students will peer- and self-edit by evaluating the insightfulness of their thesis, the relevance and abundance of their evidence, the strength and appropriateness of their transitions, the logic of their structure and development of their argument, and the preciseness and grammatical accuracy of their language.

3. **Writing personal and creative texts:** Students will write a personal, epic poem using epithets, epic similes, and other techniques covered in *The Odyssey* unit. The development of the author's personal character will be revealed in the poem through descriptive plot points that vividly portray the author's personal journey through sensory details. Students will write with varied audiences in mind, as they will present their poems to the class and the teacher.

4. **Conducting research and writing a research paper:** Students will select a societal flaw, conduct research on it, and write a research paper that looks at the flaw's causes, effects, and possible

effective technique, well-chosen details, and well-structured event sequences.

- o Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- o Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- o Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- o Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- o Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products,

solutions. Students will be instructed on the stages of selecting a topic and presenting it to the instructor in a research proposal, the research process and the resources available to the student, including online databases, the importance and procedure for citing various sources (including databases, websites, books, journals, magazines, and newspapers, among others), the compilation of an annotated bibliography, the selection of research and its organization, and the writing of the research paper. In the editing process, students will self- and peer-edit, evaluating the insightfulness of their argument, the relevance, abundance, and variety of their evidence, the strength and appropriateness of their transitions, the logic of their structure and development of their argument, and the preciseness and grammatical accuracy of their language.

taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
Research to Build and Present Knowledge	
• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; create a text that persuasively organizes the information and develops the topic; avoiding plagiarism and following a standard format for citation.	
Range of Writing	
• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills:
	
	    Creativity and Innovation
	
	    Critical Thinking and Problem Solving
	
	    Communication and Collaboration
	
	    Information Literacy
	
	    Media Literacy
	
	    Life and Career Skills

	21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Anchor Standard—Speaking and Listening:

Comprehension and Collaboration:
1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Big Ideas: *Course Objectives / Content Statement(s)*
1. Students will be able to effectively communicate the depth of their thinking through oral presentations.
2. Students will be able to communicate thoughtfully and properly with their peers as well as with adults.
3. Students will develop listening strategies (asking relevant questions, taking notes, and making predictions) to understand what is heard.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How can oral communication be used to express the full depth of a person's understanding and thinking?	Students will understand that… • They can organize and express the depth of their thoughts in an oral presentation. • There is a distinction between informal

• How does oral communication differ from other forms of communication? • What does a good listener listen for and how do good listening skills look? • What kind of digital media and visual displays can be used to supplement oral communication and how does a speaker choose the best medium?	oral communication and formal oral communication. • Effective oral communication is just as complicated as effective written communication and should include similar components to the writing process (organizing thoughts, structuring a thesis, logically presenting evidence to support a thesis, rehearsal, editing, and final performance). • Good listeners and speakers participate in conversation by being prepared—having notes completed in an organized manner, organizing thoughts before preparing them, summarize prior statements in order to agree or disagree, provide textual reference to opinions. • In order to best express thoughts and feelings, a strong speaker would be concise in presenting information and would know who his/her audience is. The incorporation of visual media can be used in order to reach the audience and add organization to the presentation. • Good listeners can summarize topics being discussed and respond with new insight.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Comprehension and Collaboration • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ○ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1. **Prepare for and participate in a range of collaborations and conversations:** Throughout the year, students will participate in various conversations. First, students will work extensively with one other student on daily in-class activities, before contributing to the entire class. This will help students form closer relationships with one another in a safe setting, while also practicing informal communication skills. Second, students will work in small groups in various capacities. One such activity will be a cooperative group carousel. Students are placed in cooperative groups according to their

- o Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - o Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - o Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Make strategic use of digital media, (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

learning ability (i.e., stronger students placed in groups with struggling students). This activity can be used for any discussion. Place each group in pods. Supply a question for each group, a quote to discuss, a historical fact that would develop the setting, etc., and have each students silently write about the prompt for about 3 minutes. Then have the students share their thoughts, from youngest to oldest, or vice versa so that each student must participate. Students leave their prompt writing at that station and then move to the next. At their next station they read the prompt, read the writing left at the desk, and continue to write for about 3 minutes. In this way they can develop conversation according to their peer's notes. They can organize their thoughts before presenting. Third, students will have the opportunity to participate in large group discussions. One such discussion is the fishbowl conversation. After concluding a literary work, students are given six questions to answer in depth for homework, with quotations for evidence. The following day, students will be split into two groups. The first group will form a circle and discuss the first three questions, while the second group will form a larger circle around the smaller circle. Each participant in the second group will be assigned one student in the first group to monitor. During the conversation, the first group's students will practice being contributors, using their homework responses to respond and build on each other's ideas with relevant evidence, listening to and taking notes on each other's comments, encouraging others to participate, while the second group's students will practice being listeners by taking notes on the former student's contribution skills. Topics that can be covered in any of these discussions include social issues, like urban life and

	social class in the Industrial Era, as compared to urban life and social class presented in *There are No Children Here*, historical context, like the Russian Revolution, as it's presented in *Animal Farm*, gender perspectives, as presented by the character of Penelope in *The Odyssey*, and various political points of view, as presented in Machiavelli's *The Prince* and More's *Utopia*, as compared to the power struggles and leadership styles displayed in *Julius Caesar*. 2. **Strategic use of digital media and visual supplements:** Students will create and practice Powerpoint presentations in small groups with background information on a specific era (for instance, the Elizabethan era). The class will then be divided in half. One half will set up Powerpoint stations using Chromebooks while the other half rotates around each station to listen to each presentation. This activity will allow students to practice their research and public speaking skills and compel them to use multimedia to supplement their oral presentations.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills:
	    Creativity and Innovation
	
	    Critical Thinking and Problem Solving
	
	    Communication and Collaboration
	
	    Information Literacy
	
	    Media Literacy
	
	    Life and Career Skills
	
	21st Century Themes (as applies to content area):
	    Financial, Economic, Business, and Entrepreneurial Literacy

	Civic Literacy
	Health Literacy

Anchor Standard—Language:
Conventions, Effective Use and Vocabulary

Conventions of Standard English:
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Ideas: *Course Objectives / Content Statement(s)*
* Choosing the right words for a given purpose
* Acquiring new vocabulary
* The relevance of being grammatically correct

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
- What is the purpose of formal communication in society? - Why do language conventions exist and how do they help us to communicate with each other? - How is new vocabulary acquired and	Students will understand that… - It is important to adhere to language conventions in order to communicate effectively with an audience. - Language conventions are required in both written and oral communication. - Meaning is conveyed through phrasing, intonation, and syntax.

how do we apply it?	• Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion. • Writers do not always say what they mean. Indirect forms of expression require readers to read between the lines to find the intended meaning.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

Conventions of Standard English
 	
• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    o Use parallel structure.*
    o Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    o Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    o Use a colon to introduce a list or quotation.
    o Spell correctly.
 	
Knowledge of Language
 	
• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
    o Write and edit work so that it
	1. **Vocabulary Acquisition and Use**: Students will complete vocabulary packets every two weeks. Packets will include sentences from texts currently being read in class with grade-appropriate vocabulary. Students will use context clues to define the words, before checking and copying the definition from a dictionary. Students will also apply the vocabulary words in activity packets by writing haikus with the words, drawing a visual image of the word, selecting a famous person that can represent the word, and coming up with synonyms and antonyms for the word. This creative and repetitive use of new vocabulary will help the students remember the words.
	
	2. **Practice grammar and usage, punctuation, spelling, and capitalization**: Students will create a "perfect paragraph" at the start of the year in which they use various sentence structures (simple, complex, compound, compound-complex) and conjunctions, as well as proper grammar, capitalization, and spelling. Students will also continue to practice these skills with every written work. They will evaluate their understanding and application of these skills during self-editing and assist their peers with these skills during peer-editing.

conforms to the guidelines in a style manual (e.g., *MLA Handbook*) appropriate for the discipline and writing type.	3. **Literal v. figurative interpretations:** Students will compare literal and figurative interpretations of Odysseus's stops in *The Odyssey* by creating a poster in small groups that charts each stop.
Vocabulary Acquisition and Use	
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills:
	    Creativity and Innovation
	
	    Critical Thinking and Problem Solving
	
	    Communication and Collaboration
	
	    Information Literacy
	
	    Media Literacy
	
	    Life and Career Skills
	
	21st Century Themes (as applies to content area):
	    Financial, Economic, Business, and Entrepreneurial Literacy
	
	    Civic Literacy
	
	    Health Literacy

Unit I The Age of Global Encounters

Social Studies Standard 6.2: 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 world citizens in the 21st century.

Big Ideas: *Course Objectives / Content Statement(s)*

Europe's calamitous 14th century gave way to a 15th century which would witness the emergence of an innovative and dynamic civilization striding towards modernity. Western religious, political, and economic institutions, to a great extent, shook off the limitations of the medievalism producing profound changes in scholarship, the visual arts, literature, commerce, social status, and forms of worship. It was an age when Europeans became comfortable with the art of inquiry and cognizant of the breadth and diversity of the globe.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
 • To what extent did the Italian Renaissance represent a bold break from the medieval? • In what ways does the Protestant Reformation represent the political, intellectual, and economic realities of the modern world? • What impact did the social, economic, and technological developments of the Renaissance have on literature? • How did the characters in Shakespearian tragedies differ from the characters in ancient tragedies? • How did the Voyages of Exploration usher in the first great age of globalism**?**	Students will understand that… • Ages indentified as novel and creative are deeply indebted to the achievements of an earlier age. • Institutions that are unresponsive to the changing needs of their constituents are vigorously challenged. • Education, self-discipline, and materialism are key aspects of the middle-class value system. • Empires built on sea power are far more successful than those built on land power. • William Shakespeare was a transformative playwright and poet.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will understand the following NJCCS: 6.2.12.A.1.a – Gun Powder Empires	**Instructional Focus:** 1. Explain the causes and course of the Italian Renaissance and its northern counterpart.

6.2.12.B.1.a – European Colonialism
6.2.12.B.1.b – Geography and Colonialism
6.2.12.C.1.a – China and Japan
6.2.12.C.1.b – Global Commerce
6.2.12.C.1.c – Mercantilism
6.2.12.C.1.d – Commercial Revolution
6.2.12.C.1.e – Technology of Exploration
6.2.12.D.1.a – Columbian Exchange
6.2.12.D.1.b – Slave Labor Systems
6.2.12.D.1.c – Atlantic Slave Trade System
6.2.12.B.2.a – Geography / Italian
Renaissance
6.2.12.B.2.b – Geography / Reformation
6.2.12.C.2.a – Banking and Credit
6.2.12.D.2.a – Causes of the Renaissance
6.2.12.D.2.b – Causes of the Reformation
6.2.12.D.2.c – Technology
6.2.12.D.2.d – Humanities
6.2.12.D.2.e – Printing Press
6.3.12A-D Active Citizenship in 21st Cent.

Unit Objectives

1. Develop a descriptive definition of the Italian Renaissance and explain how its key elements altered European society.

2. Identify the specific forms of modern writing i.e. increased use of the vernacular, drama, sonnets, the novel, etc.) emergent in Renaissance literature.

3. Develop a descriptive definition of the Northern Renaissance and explain how its focus on Christian Humanism contributed to the Protestant Reformation.

4. Contrast the role of upper class women in the Renaissance with their medieval counterparts.

5. Contrast the works of William Shakespeare with previous forms of drama emphasizing the complexity and depth of the character development found in his plays.

2. Contrast the characteristics of the Northern Renaissance with its Italian counterpart.

3. Examine the emergence of modern, vernacular literature.

4. Develop an understanding of the innovations introduced by William Shakespeare in writing and staging drama.

5. Explain the causes and course of the Protestant Reformation.

6. Explain the causes and course of the Voyages of Exploration

7. Examine the nature of the novel.

8. Describe the Commercial Revolution and the Columbian Exchange.

9. Explore various systems of "coerced" labor in the Americas.

10. Describe the ways China and Japan responded to the arrival of Europeans.

Sample Assessments:

• Multiple Choice Tests and Quizzes related to formative assessments based on CPIs/ Objectives.

• Essay - The painting below is the Creation of Adam, one of the main panels of Michelangelo's work in Sistine Chapel. In what ways does this painting capture the spirit and technical breakthroughs of the Renaissance?

• Essay - What factors served as the underlying causes of the Protestant Reformation and how was Martin Luther's religious message at odds with

6. Identify the principal causes of the Protestant Reformation.

7. Examine the democratic implications of Protestant theology and thought.

8 describe the principal reforms of the Catholic Reformation.

9. Determine the causes of European global voyages of discovery.

10. Using examples from the earliest novels (*Don Quixote, The Tale of Genji, etc.*) analyze the defining components of a novel and explain how it differs from other forms of literature.

11. Trace the development of the West African kingdoms of Mali and Shonghay.

12. Examine the ways in which Europe's Age of Exploration altered global patterns of interaction.

13. Describe the Columbian Exchange.

14. Analyze and compare slavery and other forms of coerced labor in West Africa, the Caribbean, and the Americas.

15. Examine the patterns of colonization and economic exploitation, which European nations followed during the early modern era.

16. Describe the evolving economic and cultural policies of the Ming Dynasty.

17 Describe the scope and significance of the Ming Admiral Zheng He's voyages.

18. Identify the political, social, and economic factors which contributed to the decline of the Ming Dynasty.

19. Evaluate the impact of the scholarly and

the Catholic Church? Identify and explain at least 3 specific examples for each part of this essay.

- Essay - Define the Columbian exchange and cite specific details; explain the benefits and injuries caused by it to the inhabitants of the Old World and the New World

- Essay - Explain the process by which a handful of Spanish conquistadores could topple the Aztec and Inca empires.

- Essay - Two major trends of the 1500s and 1600s were the Atlantic Slave Trade. Write a detailed description of how the trans-Atlantic slave trade came into being and how it functioned. Be sure to provide a solid introduction and conclusion with your essay.

Media Literacy:
- Creative Project: Renaissance Trading Cards - Select four of the individuals listed below and create a series of trading cards. Each card must have a picture of the Renaissance personality, his/her birth and death dates, and a brief biographical sketch or a list of critical information about the individual.

- Creative Project: The English Reformation was an event of high drama. A willful king, a stubborn queen, a compromised pope, the other woman, and eventually, four more wives. Several excellent plays and movies have be produced on the events surrounding King Henry VIII's marital problems, now it's your turn to create a movie poster for *The English Reformation.*

- Creative Project: Mercantilism was the World's first well thought out economic philosophy. It was the dominant

missionary efforts of the Jesuits on both China and Europe.

20 identify the factors, which contributed to the decline of the Silk Road.

21. In order to explain the reasons behind the Silk Road' decline as a trade route, contrast land based power and sea power.

22. Define the terms associated with Japan's feudal period.

23. Explain the factors, which led the Tokugawa Shogunate to pursue a policy of isolation.

approach to trade and business for almost 300 years. Select one of the creative projects listed below to explain, describe, or diagram the economic philosophy of mercantilism:
    a movie poster
    a children's fairy tale or story book
    a board game
    a diagram
    a play or dialogue

Instructional Strategies:

Interdisciplinary Connections

Visual Arts:
    The works of Giotto
    The works of Masaccio
    The works of Da Vinci
    The works of Michelangelo
    The works of Durer
    The works of Brueghel

Literature:

The Book of the Courtier - Castiglione
Don Quixote – Cervantes
The Lives of the Artists - Vasari
Gargantua and Pantagruel – Rabelias
Gulliver's Travels – Swift
Faustus –Marlowe
Julius Caesar – Shakespeare
Henry V - Shakespeare
Petrarch's Letters & Sonnets
Poetry of John Donne
The Prince – Machiavelli
Robinson Crusoe - Defoe
Utopia – Sir Thomas More

Technology Integration:
• Renaissance Trading Cards
Create a blog from the perspective of a Portuguese explorer, Jesuit missionary, French fur trapper, or English indentured servant.

Media Literacy:

	• Students use periodicals to compare criticism of new scientific possibilities and worries to criticism of thinkers during the Scientific Revolution • Media Literacy will be demonstrated by students when they assess information for research and analyze information from print, television, film, photography, and digital sources. **Global Perspectives**: • Analyze the positive and negative consequences of the Columbian Exchange on Europe, Africa, Asia, and the Americas

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills:
	    Creativity and innovation will be shown by students in their responses to literature.
	
	    Critical Thinking and Problem Solving will be shown by students when they analyze literature for specific concepts and ideas and express their solutions for dealing with the conflicts presented in the literature.
	
	    Communication and Collaboration will be shown when students work with their peers on projects throughout the year and participate in class discussions in both small and large group settings.
	
	    Information Literacy
	
	    Life and Career Skills will be developed by students as they refine their ability to communicate and collaborate with both adults and peers for assignments specific to the course.
	
	21st Century Themes (as applies to content area):
	    Financial, Economic, Business, and Entrepreneurial Literacy
	    Civic Literacy

	Health Literacy

Social Studies Standard 6.3 Active Citizenship for 21st Century (Skills)

Creativity and Innovation
Students attempt to recreate key Renaissance artistic techniques.

Critical Thinking and Problem Solving
Students are forced to create an emergency plan for their mock Renaissance Italian city-state in case of an outbreak of the Plague.

Communication and Collaboration
Students are asked to find a student from another class and discuss one figure each from the Renaissance, Reformation, and Age of exploration and then journal about their experience.

Information Literacy
Students analyze the Writings of Martin Luther from various points in his life to see the progress of the Protestant Reformation.

Media Literacy
Students use periodicals to compare criticism of new scientific possibilities and worries to criticism of thinkers during the Scientific Revolution.

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy
Emphasis placed on the revival of Capitalism as well as the Commercial and Price Revolutions.

Civic Literacy
Formation of Communes and Republics in Renaissance Italy.
Rise of Nation States and the New Monarchs (Consolidation of power amongst monarchs).

Health Literacy
Impact of Eurasian Diseases on the Civilizations of the Americas during the Columbian Exchange.

Unit II The Age of Revolutions

Social Studies Standard 6.2: 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 world citizens in the 21st century.

Big Ideas: *Course Objectives / Content Statement(s)*

A revolution in the natural sciences produced a revolution in philosophy and political thought. As traditional scientific beliefs fell before the new systems of inquiry long obeyed authorities and deeply held convictions crumbled. By 1800, absolutism would be replaced by constitutionalism, political authority would be derived from the consent of the governed rather than divine right, and a belief in human equality would supersede the purposeful hierarchies of earlier ages.

Essential Questions	Enduring Understandings

What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
1. In what significant ways did absolute monarchs differ from medieval kings? 2. How did the Puritan and Glorious Revolutions establish a comprehensive theory of constitutional government? 3. How did a new and revolutionary scientific worldview affect the political, economic, and social philosophies of the Enlightenment? 4. To what extent did the French Revolution advance its stated goals of liberty, equality, and fraternity? 5. In what way does Romantic literature differ from the works of the Age of Reason and Enlightenment? 6. What arguments could be advanced asserting that the Industrial Revolution was the most significant event in World History?	Students will understand that… 1. Ages identified as novel and creative are deeply indebted to the achievements of an earlier age. 2. Institutions that are unresponsive to the changing needs of their constituents are vigorously challenged. 3. Education, self-discipline, and materialism are key aspects of the middle-class value system. 4. Liberal, democratic revolutions can expect to encounter a conservative counter-revolution. 5. Wealth is a measure of productivity.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will understand the following NJCCS: 6.2.12.A.2.c – Absolutism 6.2.12.A.3.a – Enlightenment ideals 6.2.12.D.3.a – Impact of revolutionaries 6.2.12.A.3.b – Impact of the American and French Revolutions 6.2.12.A.2.b – Enlightenment / women, etc. 6.2.12.A.3.c – Revolutions 6.2.12.A.3.d – Revolutions and political rights 6.2.12.B.3.c – Latin American Independence 6.2.12.C.3.a - Agricultural Rev. 6.2.12.C.3.d - Industrialization (social and economic change 6.2.12.A.3.e – Politics and industrialization	**Instructional Focus:** Sample Assessments: 1. Multiple choice tests and quizzes related to formative assessments based on CPIs/ objectives. 2. Essay - In two to three paragraphs describe the political and economic conditions, which plunged France into crisis and revolution in 1789. How did the workers for Paris push the Revolution in a more radical direction? 3. Essay - When George Washington gave up command of the Continental Army in 1783, he pointed out that American were blessed because the foundations of our nation were

6.2.12.D.3.b – Industrialization and class 6.2.12.B.3.b – Industrialization (demography) 6.3.12A-D Active Citizenship in 21st Cent.	laid in an age when "the rights of men are better understood." In a well-developed essay, citing specific examples, explain how the founding documents of the United States (the Declaration of Independence, the Constitution, and Bill of Rights) were based on Enlightenment ideas and practices.

Unit Objectives:

1. Develop a descriptive definition of absolutism and explain how its key elements affected European society.

2. Examine factors that led to the emergence of absolute governments throughout Europe.

3. Contrast the goals of absolutist and constitutional ideals.

4. Identify the struggle for power between the monarchy and Parliament in England.

5. Describe how constitutional government developed following the restoration of the English monarchy.

6. Examine the causes and effects of the Glorious Revolution on the power of the monarch in England.

7. Describe the changes in life, thought, and government in Western Europe and the United States resulting from the Scientific Revolution and Enlightenment.

8. Evaluate the global effect of the American Revolution by relating the event to the emergence of Latin American movements for independence.

9. Contrast the political and economic philosophies of key Enlightenment thinkers during the Age of Reason.

10. Explain how women helped encourage and spread Enlightenment ideals.

11. Using examples of early 19th century literature, analyze the defining components

4. Essay - Napoleon described himself as a "Son of the French Revolution." For this to be true, Napoleon would have to be a vigorous supporter of liberalism. Describe the philosophy of 19th century liberalism and citing supporting examples, assess the degree to which Napoleon's policies could be described as liberal.

Instructional Strategies:
Interdisciplinary Connections

Literature:

Common Sense – Thomas Paine
A Christmas Carol –Dickens
Last of the Mohicans – James F. Cooper
Poetry of Emily Dickinson
Poetry of Heinrich Heine
Poetry of John Keats
Poetry Of Robert Browning
Poetry of William Blake
Poetry of Walt Whitman
Poetry of William Wordsworth
The Rime of the Ancient Mariner - Coleridge
Satirical Essays of Jonathan Swift
Tale of Two Cities –Dickens

Painting:

Washington Crossing the Delaware - Leutze
Liberty Leading the People - Delacroix
The Death of Marat – David
The Fighting Temeraire – Turner

Technology Integration:
• Employ presentation software (Prezi, iMoive, Powerpoint, Glogster) to present information.

of Romanticism and how they differ from Enlightenment ideals. 12. Identify political, social, and economic causes of the French Revolution. 13. Contrast the stages of the French Revolution including both moderate and radical. 14. Describe Napoleon's rise to power and determine reasons for his downfall focusing on the growth of nationalism. 15. Compare Napoleon's domestic policies to the ideals of the Enlightenment and the French Revolution. 16. Trace the growth of the independence movements in Haiti and Latin America. 17. Describe the changes brought by the Agricultural Revolution and relate these changes to the Industrial Revolution. 18. Develop a descriptive definition of the Industrial Revolution and explain why conditions in Britain and America favored industrial growth. 19. Assess the impact of industrialization on population growth, social structure, working and living conditions, and the rise of labor movements. 20. Assess the significance of an emerging and politically active middle class.	• Use computer lab access to Internet to examine sources related to unit. **Media Literacy:** • Compare rhetoric of the French Revolution to criticism of it from outside sources such as English media. • Assess information for research and analyze information from print, television, film, photography, and digital based sources. **Global Perspectives**: • Analyze the impact of the French and American revolutions on Haiti, and Latin America. • Evaluate the influence of enlightened philosophy on ending the trans-Atlantic slave trade.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills:
	    Creativity and innovation will be shown by students in their responses to literature.
	
	    Critical Thinking and Problem Solving will be shown by students when they analyze literature for specific concepts and ideas and express their solutions for dealing with the conflicts presented in the literature.

| | Communication and Collaboration will be shown when students work with their peers on projects throughout the year and participate in class discussions in both small and large group settings.

Information Literacy

Life and Career Skills will be developed by students as they refine their ability to communicate and collaborate with both adults and peers for assignments specific to the course.

21st Century Themes
  Financial, Economic, Business, and
    Entrepreneurial Literacy
  Civic Literacy
  Health Literacy |

Social Studies 6.3 Active Citizenship for 21st Century (Skills)

Creativity and Innovation

Critical Thinking and Problem Solving
Reach the goals of the French Revolution in a Non-Violent way…is it possible?

Communication and Collaboration
Wiki posting in response to this question: Was the French Revolution inevitable?

Information Literacy
Students compare different accounts of the English conquest of Ireland under Cromwell.

Media Literacy
Compare rhetoric of the French Revolution to criticism of it from outside sources such as English media.

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy
Mercantilism, colonialism and their economic consequences.

Civic Literacy
Role of Government in a crisis…A review of the French Revolution's Reign of Terror.

Health Literacy
A critique of Absolutism and Centralization of Power: The consequence of the building of the city of St. Petersburg, Russia.

Unit III The Era of the Great Wars

Standard 6.2 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 world citizens in the 21st century.

Big Ideas: *Course Objectives / Content Statement(s)*

Between 1850 and 1914 it seemed as if the world was a rational place. The steady development of the democratic, constitutional state coupled with a dizzying array of technological advances, held out the promise of an era of peace and international cooperation. The inherent optimism of Europe's liberal, bourgeois society was shattered by the descent into World War I and each of the successive calamities (the Russian Revolution, Stalinism, Fascism, and World War II) produced by that conflict.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
1. How was the philosophy of nationalism a product of liberal thought and revolutionary upheaval? 2. How does nationalism serve as both a unifying and divisive force? 3. How did nationalism rapidly progress from a liberal to a conservative philosophy? 4. How did 19th century Imperialism differ from the colonialism of earlier ages? 5. In what ways did the Modernist Movement in art and literature elevate the experiences of the common man? 6. How did the experience of World War I replace a relatively stable and predictable world order with an explosive, violent, and unpredictable era? 7. How did the United States and the Soviet Union emerge from World War II as the chief rivals in a "bi-polar" world order**?**	Students will understand that… 1. Individuals who subscribe to the tenets of nationalism find it difficult to trust institutions or individuals possessing loyalties or connections extending beyond the borders of the nation-state. 2. Liberal, democratic revolutions can expect to encounter a conservative counter-revolution. 3. New technologies can have a profound and immediate impact on the political, military, and economic aspirations of a nation. 4. The modern, industrialized world has proved capable of producing an alarming degree of dehumanization and alienation. 5. Standards of civilized or "humane" conduct are virtually impossible to maintain within the caldron of total war.

	6. Humanity and civility can triumph over the most destructive forces conceivable.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**

Students will understand the following NJCCS:
 	
6.2.12.A.4.c – 20 th Century Genocides
6.2.12.A.3.g – Motives for Imperialism
6.2.12.B.3.a – Impact of Imperialism
6.2.12.D.3.d – Imperialism and racism
6.2.12.D.4.a – Causes of WW I
6.2.12.B.4.d – Geographic impact of WWI
6.2.12.C.4.b – War and technology
6.2.12.B.4.b – Geography and strategy
6.2.12.B.4.c – break up of Ottoman Empire
6.2.12.D.4.b – Perspectives on the Treaty of Versailles
6.2.12.C.4.a - Responses to the Great Depression
6.2.12.A.4.a – Rise of Fascism
6.2.12.A.4.b- Nationalism (India, Turkey, China)
6.2.12.D.4.e – Response to Fascist Aggression
6.2.12.B.4.d –Post WWII borders
6.2.12.C.4.c – Social, economic, and demographic consequences of WWII
6.2.12.C.4.d – Command and Authoritarian regimes
6.2.12.D.4.c – Causes of Revolutions
6.2.12.D.4.d – WWI's contributions to WWII
6.2.12.D.4.f – Colonial contributions to WWI WWII
6.2.12.D.4.g – Nationalism, propaganda, and total war
6.2.12.D.4.h – Nationalism and colonial independence movements
6.2.12.D.4.i – Genocide / Holocaust
6.2.12.D.4.j – Ever Expanding role of women
6.2.12.D.4.k – The Arts of the era
6.3 A-D Active Citizenship in 21st Century
	Instructional Focus:
	
	1. The Revolutions of 1848 and their relationship to the development of Nationalism.
	2. The unification of Germany and Italy.
	3. The decline and deterioration of the Austro-Hungarian and Ottoman Empires.
	4. The modernization of Russia and Japan.
	5. Distinguishing Characteristics of the New Imperialism
	6. Motives behind and methods employed by Imperialist states.
	7. Resistance to Imperialism
	8. The Peace Movement and 20th century optimism
	9. The immediate and underlying causes of WWI.
	10. The terrible nature of total, industrialized warfare.
	11. Social, political, and economic consequences of WWI.
	12. The Russian Revolution and Civil War.
	13. The "Roaring Twenties" and the Great Depression.
	14. The Rise of Fascism.
	15. The Causes and course of WWI.
	16. Perspectives on the Holocaust.
	
	Instructional Strategies:
	
	Interdisciplinary Connections
	
	Literature:
	
	    Les Miserable
	    All Quiet on The Western Front
	    The Sun Also Rises
	    A Farewell to Arms
	    The Whiteman's Burden

Unit Objectives
 	
1. Describe both the unifying and divisive aspects of modern nationalism.
	Paintings:
	    The Fighting Temeraire
	    Guernica

2. Contrast the methods employed by leading 19th century nationalists to unite, strengthen, and modernize their respective countries (Germany, Italy, and Japan.

3. Describe the challenges posed by nationalism to traditional and aging empires (Russia, the Austrian Empire, and the Ottoman Empire).

4. Identify and explain the complex political, economic, social, and nationalist motives behind the "new" imperialism of the 19th century.

5. Contrast indirect and direct forms of imperial control.

6. Evaluate the positive and negative consequences of European imperialism on the native populations of Africa and Asia.

7. Describe the alliance system that emerged in Europe prior to 1914 and explain how this "system of entanglements" contributed to the outbreak of World War I.

8. Analyze the political, social, and economic causes of World War I.

9. Analyze examples of modernist literature through the lens of Freudian psychology (i.g. stream of consciousness, psychoanalysis, and divisions within the psyche).

10. Explain how modernist authors embraced the "common man," and found significance in their everyday experiences.

11. Cite specific examples and explain why World War I is considered the first "truly modern war."

12. Describe the intended role of the League of Nations and assess the impact of the Treaty of Versailles on Europe, Africa, Asia and the Middle East.

13. Outline the sources of discontent that resulted in the Russian Revolution.

Technology Integration:
- Use computer labs to research and analyze data surrounding select topic of one of 20th century's World Wars, or more recent conflicts. Create an iMovie on a selected topic.

Media Literacy:
- Create an presentation using presentation software (iMovie, ComicLife, Prezi, PowerPoint etc.) to demonstrate and share understanding of topic related to World War I, Russian Revolution etc.

Global Perspectives:
- Analyze data on attitudes about the war from various distinct perspectives (West/East Europe, American, Asian)

14. Develop a descriptive definition of totalitarianism and explain the forms it took in Japan, Germany and the Soviet Union. 15. Examine the causes and consequences of early 20th century genocides (e.g., Turkey / Armenia, Stalin's forced collectivization in the Ukraine, and Japan's occupation of China and Korea. 16. Analyze the global consequences of the Great Depression and relate them as a catalyst for global war. 17. Identify the primary causes of the World War II. 18. Assess the impact of anti-Semitism and the Nazi Holocaust Jewish life and European society. 19. Explain factors that led to the Atomic Age and evaluate its impact. 20. Demonstrate mastery of all vocabulary studied within the context of the selected literature. 21. Demonstrate mastery of all relevant historical and literary vocabulary. 22. Analyze, evaluate, compare/contrast through writing the ideas and themes found in literature and other forms of art. 23. organize, craft, and refine an extended research project through several critical stages culminating in a final draft;	

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills:
	
	    Creativity and Innovation
	
	    Critical Thinking and Problem Solving
	
	    Communication and Collaboration
	
	    Information Literacy

	Media Literacy
	Life and Career Skills
	21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy
	Civic Literacy
	Health Literacy

Unit IV: The Modern World

Standard 6.2 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 world citizens in the 21st century.

Big Ideas: *Course Objectives / Content Statement(s)*
Competing ideologies, decolonization and the emergence of new independent nations changed the political landscape and national identities of many regions of the world after WWII. At times, these changes came peacefully, but more often they involved conflict or confrontation—often military—as well as human rights abuses. Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution and use of natural resources offer challenges and opportunities that transcend regional and national borders in an ever growing interconnected and globalized world.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
1. What are the major social, political and economic developments that have defined this era? 2. How has the environment and humans affected each other? 3. How does science and technology alter and advance the path of human progress?	Students will understand that… 1. The period from 1945-the present was dramatically impacted by the events of the Second World War. World War II left more than 60 million people dead, large portions of Europe, Africa, and Asia devastated, and propelled the world into the Atomic Age. Alone atop the piles of rubble stood two superpowers the United States and the Soviet Union. The actions of the U.S.A and the U.S.S.R, and the competition between the two, would help create an atmosphere of mistrust known as the Cold War. The political and economic policies of these two

4. How do cultures develop and what happens when they interact with each other? 5. How do the arts reflect human thought and understanding of the world around them?	nations affected the domestic and foreign policies of virtually all other nations. Much of the rest of the world was forced to side with either the U.S.A or the U.S.S.R. This system of alliances resulted in unforeseen consequences and placed the world on a path towards nuclear holocaust. The era following the breakup of the Soviet Union resulted in a period of global growth and unprecedented technological innovation though it was not free from conflict. Much blood has been shed on the path to healing the wounds caused by the Second World War. 2. As the nations of Europe slowly recovered from the destruction, some nations of the world emerged from European domination and challenged the balance of political and economic power in the world. Emerging political and economic entities are rising up in Asia, Africa and the Americas. The growth of nations, such as India, China, Brazil, Nigeria, etc., have altered the way in which markets function, raw materials are acquired, and diplomacy is conducted. Only time will tell the full impact and influence these and other emerging nations will have. 3. One of the most significant changes in the 20th century was the growth from one billion people world wide in 1900 to over 6 billion by 2000. The increase in technology and health care has led to longer lives and higher rates of infant survival throughout the world. Yet, epidemic diseases continue to plague the world, particularly in developing countries with less access to new medicines. Movement of people has also increased throughout the world. Many individuals go seeking better economic opportunities in new areas while others move as refugees, forced from their homelands by natural disasters or to escape human conflict. The effects of industrialization and human activity also became more evident during the 20th century on the environment most notably via pollution and global warming prompting efforts to modify human use and consumption of natural resources. 4. The harnessing of the atom has led to unprecedented growth in human knowledge and capabilities yet it has the potential to lead to even

deadlier conflicts. Rocket technology has brought humans further into the galaxy than ever before, while at the same time expanding the ability for man to destroy man. Forced to live under the guardianship of either the United States or the Soviet Union, vast majorities of the world's population lived in fear of a third World War. A war that could be fought with the touch of a button and perhaps lead to the destruction of life as we have come to know it. During the Cold War, both superpowers came close but thankfully never allowed for a large-scale conflict.

5. During the last two decades of the Twentieth Century mankind accumulated more knowledge and progress than at any time known to man. This information age has changed the way humans interact with one another, conduct business, and acquire information. The Internet and developments in telecommunications have altered patterns of life and culture. People and groups once isolated from one another can now communicate virtually face to face.

6. The world has became more closely connected with varying results throughout the course of the 20th century forming what some refer to as a global culture. As the world becomes more and more integrated through technology, cultures blend and some come to dominate. Religious fundamentalism has developed in some parts of the world, partially to combat this Western-dominated global culture. Intellectually, the developments of the 20th century boggle the mind. From the airplane to the atom bomb, the discoveries in math, science, and technology have revolutionized how we live and communicate.

7. With the advent of modern technologies like film, radio, television, computers, and the Internet, culture and the arts have become globalized, and the driving force behind this global culture in the 2nd half of the 20th century has been the United States. American entertainment and fashions have captured the world's imagination and English has become the leading language of international art/and business. Some critics see this westernization of culture as a foreign invasion, inspiring many to

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
	attempt to preserve traditional forms of expression. However, a balance has also emerged in some areas, such as music and film, where global blending and exchanges between cultures have continued and expanded. As technology has become more affordable and accessible to the general public throughout the world, more people are able to share in both the creation and consumption of art, thus changing its very nature and raising the question, "What is art?"
Students will:	**Instructional Focus (6-8 weeks):**
NJCCS: (2009) **5. The 20th Century Since 1945:** **Challenges for the Modern World** 6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.A.5.c 6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.B.5.a 6.2.12.B.5.b 6.2.12.B.5.c 6.2.12.B.5.d 6.2.12.B.5.e 6.2.12.C.5.a 6.2.12.C.5.b 6.2.12.C.5.c 6.2.12.C.5.d 6.2.12.C.5.e 6.2.12.C.5.f 6.2.12.C.5.g 6.2.12.D.5.a 6.2.12.D.5.b 6.2.12.D.5.c 6.2.12.D.5.d 6.3.12 A-D Active Citizenship for 21st Cent.	Cold War Decolonization Modern Conflicts Globalization / Rise of the Rest **Sample Assessments:** Multiple Choice Quizzes/Tests, Essays **Example:** Compare the lives of women in Communist China and East Germany (1945-1990).
Conceptual Objectives: **1.** Analyze the postwar world and identify its emerging spheres of influence. 2. Describe the mission and structure of the United Nations 3. Identify and explain the specific events and developments of the Cold War, particularly with post-WW II Germany 4. Identify the causes of China's Communist Revolution and explain its impact on the political and military balance of power in East Asia. 5. Compare how the Cold War played out in Germany and in China 1945-1990. 6. Cite specific examples and describe the postwar process of decolonization and the emergence of new nation states in Asia and Afica 7. Assess the role and impact of nationalist leaders like Mahatma Gandhi and Nelson Mandela both within their own country and the world community 8. Outline the obstacles faced by developing nations 9. Describe the nature of modern conflicts 10. Identify and explain the causes of the	Deliberations Research Assignments Multimedia projects / Media literacy assignments **Example:** Research and analyze the worldwide media's portrayal of South African apartheid. Role playing activities Presentations **Example:** Research and present in groups a country profile for one of following emerging nations: Brazil, Russia, India or China. Demonstration of understanding through art, poetry, song, etc. **Instructional Strategies:** **Interdisciplinary Connections** **Science:** Compare the Space Programs of the U.S.S.R. and United States from the 1950's to the 1980s. **Technology Integration**

Arab-Israeli conflict; the breakdown of the former Yugoslavia; and the role of the United Nations in modern conflicts 11. Analyze the major economic and agricultural trends in an ever growing interconnected and globalized world 12. Trace the increased use of terrorism as a means to advance political, religious, and economic objectives and beliefs. 13.Assess the growth of common markets, economic globalization, emerging economies, the role of IGO's & NGO's, multi-national corporations and a Global Culture	• Create a video news program highlighting the political activism of Mahatma Gandhi for India's independence movement. **Media Literacy:** • In a multimedia presentation (iMovie, "Talk Show" using Studio, PowerPoint, Prezi etc.), compare the influences of Western culture in the non-Western world in the nineteenth and the late twentieth centuries. Use studio to stage debate on decision to drop the atomic bomb. **Global Perspectives** • Analyze similar and different 20th century advertisements from around the world to show the impact of mass communication. (Ex. McDonald's® / Coca-Cola®)

21st Century Skills (6.3 Active Citizenship in the 21st Century)

Creativity and Innovation
Listen to Billy Joel's "We Didn't Start the Fire" (Cold War Themes) and create your own song for the post-Cold War world.

Critical Thinking and Problem Solving
Hold a simulated UN Assembly meeting to curb the proliferation of nuclear materials in a post 9/11 era.

Communication and Collaboration

Information Literacy

Media Literacy
In a multimedia presentation, compare the influences of Western culture in the non-Western world in the nineteenth and the late twentieth centuries.

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy
Research and analyze the current global impact of the economic crisis of 2008.

Civic Literacy
Compare the UN's Universal Declaration of Human Rights with other important historical documents that emphasize the rights of citizens and restraints on the power of the state. (Ex. Magna Carta, Declaration of Independence, Declaration of the Rights of Man and Citizen, etc.)

Health Literacy
 With great power comes great responsibility. These new advancements in science in technology have the potential to improve people's economic standing and quality of life but

they also have the power to devastate whole regions of the world. Mankind's growing dependence on technology and increased contact between different parts of the world leaves open the possibilities of chaos and disease. Only time will tell if the people of this earth will choose the path or cooperation and responsibility.

Texts and Resources:

Ellis, Elisabeth Gaynor & Anthony Esler. *World History Connections to Today.*
     Upper Saddle River, N. J.: Prentice Hall, 2003.

Beers, Burton F. 1993. *World History: Patterns of Civilization.* Englewood Cliffs, NJ: Prentice-Hall.

Baker et al. 1994. *History Alive: World History Program.*
Palo Alto, Ca: Teachers Curriculum Institute.

Select readings in ancient, medieval, and modern World Literature. See reading list.

Anderson	Speak
Archibald	The Innocents
Boom	The Hiding Place
Card	Ender's Game
Carlson	Cool Salsa
Christie	And Then There Were None
Clark	Childhood's End
Conway	The Road from Coorain
Cormier	I am the Cheese
DeSaint-Exupery	The Little Prince
Dessen	Dreamland
Evslin	The Adventures of Ulysses
Fast	April Morning
Hershey	Hiroshima
Homer	The Odyssey
Johnson	Toning the Sweep
Kaplow	Alessandra in Love
Katz	Geeks
Kidd	Secret Life of Bees
Klein	All But My Life
Knowles	A Separate Peace
Kotlowitz	There Are No Children Here
Marshall	Walkabout
Moody	Coming of Age in Mississippi
Myers	Monster

Orwell	Animal Farm
Paton	Cry, the Beloved Country
Peck	A Day No Pigs Would Die
Pelzer	A Child Called "It"
Rand	Anthem
Remarque	All Quiet on the Western Front
Santiago	When I Was Puerto Rican
Shakespeare	Julius Cesaer
Shakespeare	Much Ado About Nothing
Shakespeare	As You Like It
Shange	Betsy Brown
Simon	Lost in Yonkers
Soto	Living Up the Street
Spiegelman	Maus I: My Father Bleeds History
Spiegelman	Maus II
Steinbeck	Of Mice and Men
Stoker	Dracula
Strasser	The Wave
Suskind	A Hope in the Unseen
Wells	Time Machine
Williams	Not About Nightingales
Zindel	The Pigman
	This I Believe (essays)
	Designs in Poetry