

COURSE TITLE

World History 107

LENGTH

Full Year
Grade 9

DEPARTMENT

Social Studies

SCHOOL

Rutherford High School

DATE

Revision Date: 8/24/2020
Initial BOE Approval Date (Born on): 6/15/2015

World History 107

I. Introduction/Overview/Philosophy

World History provides a historical perspective for understanding today's pluralistic and multicultural society. By examining the roots of the major cultures today, the student will better know and comprehend the interconnections and interdependencies prevalent throughout the modern world. This ninth-grade course will survey the major European and world civilizations, their historical and contemporary issues. The significant present economic, political, and cultural conditions will also be studied. A primary goal is the erosion of stereotyped thinking about people in the non-western world.

One of the major purposes of social studies education is to assist young people in developing and using skills effectively. With adequate command of skills, students can gain insights concerning their society and develop proper habits of social and intellectual behavior. These skills can be used both in and out of school.

This course is designed for ninth-grade students in a self-contained special education class. It fulfills the first year social studies requirements for high school graduation and meets the New Jersey Student Learning Standards and New Jersey Holocaust/Genocide, LGBTQ+ and Amistad mandates.

II. Objectives

Course Outline:

1. Asian Empires
 - a. China
 - i. Geography of China
 1. Physical features and cultural patterns and ecosystems
 2. Study historical influences on geographic setting
 - ii. Chinese contacts with the Western World
 1. Mongolian Invasions
 2. Trade- Silk Road
 - b. Korea
 - i. Geography of Korea
 1. Physical features and cultural patterns and ecosystems
 2. Korean culture and education
 3. Japanese Invasion
 - c. Japan
 - i. Geography of Japan
 1. Physical features and cultural patterns and ecosystems
 2. Feudal Japan
 3. Failed invasion of Japan
 - ii. Tokugawa Shogunate
 - iii. Japanese Isolation from Western world
 - d. India
 - i. Geography of India
 - ii. Physical features and cultural patterns and ecosystems

- iii. Study historical influences on geographic setting
 - iv. Evaluate social and economic effects on the environment
 - e. Development of India
 - i. Mughal invasion of India
 - ii. Rule of Akbar the Great
 - iii. Babur the Tiger
 - iv. Sha Jahan- Taj Muhal
 - v. Mughal Decline
 - vi. British influence on India
2. Western Europe
- a. Geography of the Mediterranean World
 - i. Physical features and cultural patterns and ecosystems
 - ii. Study historical influences on geographic setting
 - b. The Middle Ages
 - i. The decline of Rome in the West
 - ii. Byzantine civilization and culture in the East
 - iii. The Crusades
 - iv. The Feudal System
 - v. The Manorial System
 - vi. Christianity in the Middle Ages
 - c. The European Renaissance and Reformation
 - i. Cultural changes in Europe
 - ii. Individualism and secularism
 - iii. Printing press
 - iv. Declining influence of the church
 - v. The European merchant and exploration (mercantilism)
 - vi. The arts and letters
 - vii. Development of scientific thought and principles
 - d. Main Events in Early Western European History
 - i. The French Revolution
 - ii. Enlightenment
 - iii. Industrial Revolution
3. The Islamic World
- a. Geography
 - i. Physical features and cultural patterns and ecosystems
 - ii. Study historical influences on geographic setting
 - b. History
 - i. Brief review of Arab World before Islam
 - ii. Mohammed and the founding of Islam
 - iii. Political expansion of Islam East and West India and Crusades
 - iv. Contributions of Muslim Civilization
 - v. Gunpowder Empires and spread of Islam
4. Africa
- a. Physical features and cultural patterns and ecosystems
 - b. Evaluate West African Kingdoms
 - c. Mali- Ghana- and Salt Trade
 - d. Evaluate culture and legacy
 - e. Africa during Slave trade

- f. Portuguese incursions and the Slave Trade
- g. European colonization
5. Latin America
 - a. Physical features and cultural patterns and ecosystems
 - b. History
 - c. Maya- Aztec-Inca Empires
 - d. European Exploration
 - e. The Spanish Colonization of New World
 - f. English-French-and Dutch Colonies
 - g. Growth of America
6. Holocaust/Genocide Studies
 - a. The teacher will meet the Holocaust mandate through one or more of a variety of studies. These will involve student-and teacher-generated materials from print and non-print sources
 - i. Slavery in history
 - ii. Armenian Genocide

Student Outcomes:

One of the major purposes of social studies education is to assist young people in developing and using skills effectively. With an adequate command of skills, students can gain insights concerning their society and develop proper habits of social and intellectual behavior. Skills can be used both in and out of school. The student who develops a command of social studies skills can carry them into his/her adult years and establish a firm basis for continued learning throughout life. Students will be able to:

- Show mastery of historical vocabulary
- Present a viewpoint in writing and speech
- Use technology to complete research and projects
- Complete a technology-based project and oral presentation
- Locate, organize and evaluate information
- Acquire information through reading, listening and observing
- Interact with others, develop problem solving strategies
- Apply conflict resolution skills
- Distinguish between verifiable and unverifiable data
- Identify central issues
- Orient a map
- Identify and locate physical and political features on maps, globes, photos
- Identify and use map symbols
- Understand and explain geographic settings of historical and current events
- Evaluate influence of geography upon history and culture
- Recognize cartoons as a means of expressing viewpoints
- Relate information obtained from pictures, charts and graphs to that gained from other sources
- Comprehend the historical system of chronology
- Use the vocabulary of time concepts (decade, score, generation, century, era)
- Understand time lines

CRP1 Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others'

action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: 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.

Strand A. Technology Operations and Concepts

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Strand B. Creativity and Innovation

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Strand C. Communication and Collaboration

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Fluency

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand B. Technology and Society

8.2.12.B.1 Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Strand D. Abilities for a Technological World

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12.C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.

6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12.B.2.a Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

society

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

6.2.12.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.

6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. 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.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. 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.

WHST.9-10.8. 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; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

III. Proficiency Levels

This course is open to select classified students in grade 9.

IV. Methods of Assessment

Student Assessment

The teacher will provide a variety of assessments based on each student's Individual Education Plan (IEP).

- Homework
- Oral presentations
- Class discussion
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Tests and quizzes
- Class participation
- Project Based Assessments

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

V. Grouping

Students in this course should have been identified by a member of the Child Study Team. Students will be grouped according to grade level.

VI. Articulation/Scope & Sequence/Time Frame

This is a ninth grade, full-year course which fulfills the first-year social studies requirements for high school graduation.

VII. Resources

Texts/Supplemental Reading/References

- History of Our World, Pearson Prentice Hall, 2005
- map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- DVD's – the social studies office and the high school library maintains DVD's for teacher/ student use for the appropriate units.
- Rutherford High School online data-base and internet resources
- Various texts and resources
- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad

- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/

VIII. Suggested Activities

- Current Events
- Supplementary Readings
- Book Reviews
- Film Critiques and Reactions
- Class Discussion
- Video-Documentary
- Lecture
- Class Work
- Group Discussion
- Projects
- Homework
- Note Taking
- Interpretation of Manipulative

IX. Methodologies

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination. The following are suggestions, not limits, as to what a teacher will do.

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD's
- Differentiated instruction
- Use of the Internet

X. Interdisciplinary Connections

This course requires the use of basic reading comprehension skills. Students will also be completing written assignments that pertain to the material being presented. They will be asked to integrate literature, art, music, math, science and career transition when discussing different cultures throughout the world.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Small group instruction
- Modified homework assignments
- Modified assessments
- Re-teaching and review
- Outline for writing assessments
- Peer editing/reviewing
- Graphic organizers
- Notebook check
- Scaffolding of assignments
- Chunking of material
- Teacher provided notes
- Allow for errors
- Modify documents for DBQ
- Oral and written assignments
- Test accommodations
- Guided questions and note taking
- Reword essential question of the debate to create student ideas
- Multiple levels of questioning during group discussion
- Multi-media approach to accommodate various learning styles
- Present ideas in a variety of ways to ensure critical thinking
- Allotted time for activities and responses
- Graphic organizers
- Text material annotated and summarized
- Guided notes
- Pinpointing essential vocabulary
- Allow for written responses
- Pre-teaching of vocabulary and concepts

Differentiation for Enrichment

- Student driven projects
- Adjusting the pace of lessons
- Elevated vocabulary
- Multiple levels of questioning
- Supplemental reading options to prepare for debate
- Modification of content and student products
- Adjusting the pace of lessons
- Interest-based content
- Authentic assessments
- Real world problems and scenarios
- Provide extension activities
- Exemplars of varying levels
- Provide choices of modes of working

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Geography of World <ul style="list-style-type: none"> ● Maps ● Geographic Terms ● Latitude and Longitude 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Small group instruction ● Modified homework assignments ● Modified assessments <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Provide extension activities ● Adjusting the pace of lessons ● Student driven projects 	6.2.8.B.2.a 6.2.8.B.2.b 6.3.12.D.2 WHST.9-10.4 WHST.9-10.8 RH.9-10.9 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Classwork-Complete World Map- Label countries ● Current events and class discussion- How is the Geography of world changing? <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> ● Technology based project- Create a world map ● Alternative assessments- Pangea why did continents drift?
Asian Empires <ul style="list-style-type: none"> ● Rise of Tokugawa Shogunate ● Chinese Empires ● Ancient Korea ● India 	5 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Re-teaching and review ● Allotted time for activities and responses ● Graphic organizers ● Text material annotated and summarized <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> ● Real world problems and scenarios ● Authentic assessments 	6.2.12.C.1.a 6.2.12.A.1.a 6.3.12.D.2 WHST.9-10.4 WHST.9-10.7 WHST.9-10.8 RH.9-10.9 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> ● Guided Questions on readings ● Class discussion- Describe how Asian Empires were isolated from the world. ● Classwork- Vocabulary terms on Asia <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> ● Technology based project- Write a Current event about a topic on Asia ● DBQ- Why did Europe

			8.2.12.B.4	want to trade with Asia? Use the documents to explain why?
Early Western Europe <ul style="list-style-type: none"> • Roman Empire and its decline • Rise of Eastern Roman Empire • Dark Ages • Barbarian Invasion • Crusades 	5 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Pinpointing essential vocabulary • Allow for written responses • Pre-teaching of vocabulary and concepts • Re-teaching and review • Guided notes <i>For Enhancement:</i> <ul style="list-style-type: none"> • Provide extension activities • Adjusting the pace of lessons • Interest-based content 	6.2.8.A.3.c 6.2.8.A.3.a 6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.D.3.a 6.2.8.D.3.c 6.2.8.B.4.d 6.2.8.D.4.f 6.2.8.D.4.b 6.3.12.D.2 WHST.9-10.4 WHST.9-10.8 RH.9-10.9 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4	<i>Formative Assessment</i> <ul style="list-style-type: none"> • Entry/Exit Tickets- How Rome became an Empire? • Debate- Why did the western roman empire fall and east survive? • Class discussion- Were the Dark Ages really dark? <i>Summative Assessment</i> <ul style="list-style-type: none"> • Roman Empire poster-research project • Benchmark DBQ “Why was the Roman Empire so strong for so many centuries?” • Dark Ages research and open notes Test
Modern Western Europe Renaissance <ul style="list-style-type: none"> • Humanism • Italian vs Northern Renaissance • Great Artists and writers Scientific Revolution <ul style="list-style-type: none"> • Inventions • Medical Advancements 	5 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Outline for writing assessments • Multiple levels of questioning during group discussion • Multi-media approach to accommodate various learning styles • Present ideas in a variety of 	6.2.8.C.4.b 6.2.12.D.2.a 6.2.12.D.2.c 6.2.12.D.2.d 6.2.12.D.2.e 6.2.12.A.2.a 6.2.12.B.2.a 6.3.12.D.2 WHST.9-10.4 WHST.9-10.8	<i>Formative Assessment</i> <ul style="list-style-type: none"> • Small group discussion- What is a Renaissance man or woman? Give examples of a modern person? • Group activity- Name and research 5 inventions from the scientific revolution and explain how they still impact world today? • Classwork- Examine

<ul style="list-style-type: none"> Impact of Printing Press 		<p>ways to ensure critical thinking</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Provide extension activities Exemplars of varying levels 	<p>RH.9-10.9 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4</p>	<p>famous scientists and the contributions that they have made to society.</p> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Google slides presentation on famous scientists. Students will complete a writing assignment: Why was Italy the ideal place for the Renaissance to occur?
<p>The Islamic World</p> <ul style="list-style-type: none"> History of the Islamic World Rise of Mughals Safavid Empire Ottoman Empire Fall of Constantinople 	5 weeks	<p><i>For Support</i></p> <ul style="list-style-type: none"> Re-teaching and review Allotted time for activities and responses Graphic organizers Text material annotated and summarized Guided notes Peer editing/reviewing <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> Provide choices of modes of working Varied work option 	<p>6.2.8.C.4.b 6.2.8.D.4.g 6.2.8.D.4.a 6.2.8.C.4.b 6.2.12.A.1.a 6.2.12.C.1.e 6.2.12.D.2.c 6.3.12.D.2 WHST.9-10.4 WHST.9-10.8 RH.9-10.9 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> Class discussion- Why were these empires called the gunpowder empires? Classwork-Poster project compare and contrast each of these empires. <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Group Project and Presentation- Create a Google slide show on one of the Islamic Empires Create a collage that represents an Islamic Empire
<p>Africa</p> <ul style="list-style-type: none"> Western African Kingdoms 	5 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Small group instruction Notebook check 	<p>6.2.8.B.4.b 6.2.8.B.4.c 6.2.12.C.1.d</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> Classwork Why was salt more valuable than gold?

<ul style="list-style-type: none"> • Mali • Ghana • Salt Trade • European colonization • Effects of the African Slave Trade 		<ul style="list-style-type: none"> • Scaffolding of assignments • Chunking of material • Guided questions and note taking • Outline for writing assessments • Test accommodations <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Modification of content and student products • Real world problems and scenarios 	<p>6.2.12.D.1.b 6.2.12.D.1.e 6.3.12.D.2 WHST.9-10.4 WHST.9-10.8 RH.9-10.9 6.3.12.A.2 6.3.12.D.2 AMISTAD CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4</p>	<ul style="list-style-type: none"> • Current event activity and discussion- How and why is Africa struggling after colonialism? <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • Teacher made quiz/test on Western African Kingdoms
<p>Latin America</p> <ul style="list-style-type: none"> • Mayas • Incas • Aztecs • European exploration • Spanish colonization • Nationalist movements 	<p>5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Teacher provided notes • Allow for errors • Graphic organizer-on the empires • Reword essential question of the debate to create student ideas <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Multiple levels of questioning • Supplemental reading options to prepare for debate 	<p>6.2.12.C.1.d 6.2.12.C.1.e 6.2.12.D.1.a 6.2.12.D.1.b 6.2.12.D.1.e 6.3.12.D.2 WHST.9-10.4 WHST.9-10.8 RH.9-10.9 6.3.12.A.2 HOLOCUAST CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 9.2.12.C.4</p>	<ul style="list-style-type: none"> • Comparison chart on the Mays, Incas and Aztecs • List the causes of and effects of European colonization on the Americas • Map activities- trace the routes of European exploration. <p><i>Summative</i></p> <ul style="list-style-type: none"> • Debate- Was colonization of the Americans more positive or negative?

<p>Main Events in European History</p> <p>Enlightenment</p> <ul style="list-style-type: none"> • Locke and Hobbes • The Impact on World History <p>French Revolution</p> <ul style="list-style-type: none"> • Impact on Modern World <p>Industrial Revolution</p> <ul style="list-style-type: none"> • Factory System • Urban problems • Working Conditions • Impact on Countries throughout the world 	7 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Small group instruction • Modified classwork assignments • Modify documents for DBQ • Oral and written assignments • Guided question during class discussions <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Student driven projects • Adjusting the pace of lessons • Elevated vocabulary 	<p>6.2.12.A.3.d 6.2.12.A.3.e 6.2.12.A.3.c 6.2.12.A.3.b 6.2.12.C.3.a 6.2.12.C.3.b 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.D.3.a 6.3.12.A.2 6.3.12.D.2 WHST.9-10.4 WHST.9-10.7 WHST.9-10.8 RH.9-10.9 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4</p>	<p><i>Formative Assessment</i></p> <ul style="list-style-type: none"> • Debate- Hobbes vs Locke- What were their main beliefs on men? • Socratic seminar-Why did the enlightenment set the stage for world-wide revolutions? • Small group discussion- How did these enlightenment ideas affect areas such as Africa, Asia, etc. • Research on how did IR change society of European nations? <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • DBQ on Enlightenment- compare the 4 documents on how ideas impacted the world we live in. • Create a timeline of major events during the French Revolution. • Test on key terms from the unit.
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