

COURSE TITLE

Honors World History

LENGTH

Full Year
Grade 9

DEPARTMENT

Social Studies

SCHOOL

Rutherford High School

DATE

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Honors World History

I. Introduction/Overview/Philosophy

World History Honors provides a historical perspective for understanding today's pluralistic, multicultural society. By examining the roots of the major cultures of today, the student will better know and comprehend the interconnections and interdependencies prevalent throughout the modern world.

This one-year ninth grade honors course will survey the major world civilizations, their historical growth and how this has affected the world today. Attention will be given to geography, both historical and contemporary. The significant present economic, political and cultural conditions will be studied. A primary goal is the erosion of stereotyped thinking about people in the non-western world.

This course fulfills the first-year social studies requirement for high school graduation and also meets the New Jersey Student Learning Standards, LGBTQ+, Amistad, and Holocaust and Genocide mandates.

II. Objectives

Course Outline:

1. The European Renaissance
 - a. Italian city-states
 - 1) politics
 - 2) Niccolo Machiavelli
 - b. Cultural changes in Europe
 - 1) individualism
 - 2) secularism
 - 3) humanism
 - 4) art & literature
 - a) Leonardo Da Vinci, etc.
 - b) Perspective, anatomy, religion, classical
 - c. Spread of the Renaissance
 - 1) printing press
 - 2) Northern Renaissance
 - d. Elizabethan Age
 - e. Renaissance life
2. Reformation
 - a. Criticisms of the Catholic Church
 - b. Christian Humanism
 - c. Protestant Reformation
 - 1) Martin Luther
 - 2) John Calvin
 - d. English Reformation
 - 1) Anglican Church
 - 2) Henry VIII
 - 3) Elizabeth I
 - e. Catholic Reformation

- 1) Council of Trent
3. Islamic World
 - a. Ottoman Empire
 - 1) Fall of the Byzantines
 - 2) Suleyman the Magnificent
 - b. Safavid Empire
 - 1) Shah Abbas
 - 2) Sunni Muslims
 - 3) Shiite Muslims
 - c. Mughal Empire
 - 1) Akbar
 - 2) Hindu, Muslims, Sikhs
 - d. culture blending
 - 1) causes and results
4. Age of Exploration, Expansion & Isolation
 - a. European Exploration
 - 1) God, Glory, Gold
 - 2) tools of exploration
 - 3) trade empires of Spain, Portugal & European nations
 - b. Isolation of China & Japan
 - 1) Ming & Qing Dynasties
 - 2) Tokugawa Shogunate
 - 3) Chinese & Japanese art and literature
 - 4) Closed country policy
5. Atlantic World
 - a. life in the Spanish colonies
 - 1) encomienda system
 - b. conquistadors
 - 1) Hernan Cortes
 - 2) Francisco Pizarro
 - c. Europeans settle in North America
 - 1) New France
 - 2) French and Indian War
 - 3) Jamestown
 - d. Atlantic Slave Trade
 - 1) triangular trade system
 - 2) slavery in the US
 - e. Columbian Exchange
 - f. The Growth of Mercantilism
 - 1) capitalism
 - 2) joint stock companies
 - 3) favorable balance of trade
6. Absolutism
 - a. Spain- Phillip II
 - 1) decline of Spanish Empire
 - b. France- Louis XIV
 - 1) Edict of Nantes
 - 2) Palace of Versailles

- 3) War of Spanish Succession
- c. Central European Monarchs
 - 1) Hapsburgs- Maria Teresa
 - 2) Hohenzollerns- Frederick the Great
 - 3) Thirty Years War
 - 4) Peace of Westphalia
 - 5) Seven Years War
- d. Russia-
 - 1) Peter the Great
 - 2) Catherine the Great
 - 3) Westernization of Russia
- e. England
 - 1) English Civil War
 - 2) Restoration
 - 3) Habeas corpus
 - 4) Glorious Revolution- James II
 - 5) Constitutional monarchy
 - 6) English Bill of Rights
- 7. Enlightenment & Revolution
 - a. Scientific Revolution
 - 1) Roots of modern science
 - 2) Scientific thinking and principles
 - b. Enlightenment
 - 1) Enlightenment thinkers
 - 2) Social and political views
 - 3) Women in the Enlightenment
- 8. The French Revolution & Napoleon
 - a. Causes
 - b. Reign of Terror
 - c. French Republic
 - d. Napoleonic Age
 - e. Congress of Vienna
- 9. Nationalist Revolutions
 - a. Latin American colonies
 - b. France
 - c. Russia
 - d. Italy
 - e. Germany
 - f. Art & Literature
 - 1) Romanticism
 - 2) Realism
 - 3) Impressionism
 - g. Nation state
 - h. Separation
 - i. Unification
 - j. State-building
- 10. The Industrial Revolution
 - a. agricultural revolution

- b. industrialization
 - c. advances in transportation, communication, etc.
 - d. Life in the Victorian Age
 - e. Reforming the Industrial World
 - f. An age of Democracy and Progress
 - g. Democratic reform
 - h. The Second Industrial Revolution
 - i. Inventions of the 19th Century
11. Age of Imperialism
- a. reasons for imperialism
 - b. *White Man's Burden*
 - c. Scramble for Africa
 - d. protectorate
 - e. sphere of influence
 - f. indirect & direct control
12. 20th Century Africa & Asia
- a. China
 - 1) Opium War
 - 2) Extraterritorial rights
 - 3) Taiping Rebellion
 - 4) Boxer Rebellion
 - 5) Chinese Nationalism
 - b. Japan
 - 1) Modernization
 - 2) Meiji Era
 - c. South Africa
 - 1) Nelson Mandela
 - 2) Apartheid
 - d.. India
 - 1) British Rule
 - 2) Mohandas Gandhi
 - e. Middle East
 - 1) Geopolitics
 - 2) Crimean War
 - 3) Egypt & Persia
 - f. Southeast Asia
 - 1) Pacific Rim countries
 - 2) Siam
13. Contemporary Issues
- a. Post War
 - b. Human Rights
 - c. Holocaust and Genocide Studies
 - d. spread of democracy
 - e. science and technology
 - f. current events

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:

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions
- Evaluate evidence from primary and secondary sources
- Compare and contrast points of view from multiple authors or sources
- Recognize cause and effect
- Develop and practice debating skills
- Analyze differences in historical interpretation
- Continue to develop research skills through the use of electronic sources, such as scholarly articles from online databases.
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Prepare in a timed period, a valid essay based on a set of given documents.
- Analyze and evaluate historical patterns of continuity and change over time.
- Identify, analyze and synthesize information on maps, globes, photos, timelines, etc.
- Understand and explain geographic settings of historical and current events
- Evaluate the influence of geography upon history and culture
- Analyze cartoons as a means of expressing viewpoints
- Identify and understand what constitutes differences and duration of various historical period

New Jersey Student Learning Standards**CAREER READY PRACTICES****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.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)

- 6.3.12.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.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- 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.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- 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.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
- 6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 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.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- 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.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
- 6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
- 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.b Determine the factors that led to the Reformation and the impact on European politics.
- 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.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.

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.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

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.

6.2.12.C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.D.3.c Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.D.5.b Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.

6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

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 is the honors level of the ninth-grade World History course.

IV. Methods of Assessment

Student Assessment

- Homework
- Class discussion
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers
- Tests and quizzes
- Document-based essays and free-response essays
- Class participation
- Quarterly Benchmark Assessments
- Debates/Socratic Seminars
- 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 are generally required to have an B+ average or better to be admitted in the honors program for its duration. Additionally, each student must have the recommendation of their present social studies teacher to be admitted. The following criteria are those upon which the recommendation is based.

The student:

- Actively participates in class discussions and activities.
- Expresses thoughts well in discussions and in writing.
- Poses challenging and interesting questions.
- Shows evidence of being an avid reader and reads well above grade level.
- Maintains a high interest level in history and current affairs.
- Keeps up with contemporary affairs by reading newspapers and magazines on a regular basis.
- Demonstrates the ability to work independently and to cooperate fully in group work.
- Demonstrates proficiency in using technology for research and oral presentations.
- Is able to relate past events to the present – is able to compare, contrast and analyze material.
- Recommendations of social studies teachers based upon the criteria.
- Recommendations of the guidance counselor.

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

- Modern World History, Patterns of Interaction (2009), Beck, Black, Krieger, Naylor and Shabaka, McDougal Littell
- Readings in World History Holt, Rinehart and Winston, 1999
- 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
- Primary, secondary and supplemental readings
- 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

Making appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence is necessary in educating gifted students. Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Teaching strategies that will help gifted students do well include the following:

- Interdisciplinary and problem-based assignments with planned scope and sequence
- Internship, monitorship, and other forms of apprenticeship
- Advanced, accelerated, or compacted content
- Abstract and advanced higher-level thinking activities
- Allowance for individual students' interests
- Assignments geared to development in areas of affect, creativity, cognition and research skills
- Complex, in-depth assignments

- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement in student learning
- Projects that focus on cultural diversity
- Specific instructional approaches and arrangements for gifted education include acceleration, enrichment, and grouping.
- Infusion of current events into units of study

IX. Methodologies

This honors course is for those who meet its standards and criteria. There will be a range of academic abilities and learning styles for which the teacher must use a variety of instructional methods. 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
- Additional readings, primary and secondary
- Debates/Socratic Seminars
- Project Based Assessments

X. Interdisciplinary Connections

The teacher will use all resources available in the district to enhance the student's knowledge of art, music, and literature. The English and art teachers especially will be called upon to supplement what is learned in history. Music, literature and art can be used for cross curriculum development. As curriculum coordination develops, this interdisciplinary involvement will grow.

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)

- Teacher notes/peer notes available upon request
- Khan Academy/ Flipped Lessons
- Visual learning
- Use of multimedia to accommodate various learning styles
- Graphic organizers
- Jigsaw Activities

- Chunking material
 - Multiple levels of questioning
 - Oral and written assignments
 - Use of online review tools
 - Rephrase questions, directions and explanations
 - Authentic assessments
 - Small group instruction
 - Pinpoint essential vocabulary
 - Partner/group presentations
 - Use of prompts
 - Outlining
 - Peer-editing
 - Peer-review
 - Scaffolding of assignments
 - Guided questioning
 - Modification of content
- Provide a glossary of key terms

Differentiation for Enrichment

- Student driven projects
- Additional Internet Research
- Critical/Analytical thinking questions
- Independent Study
- Student choice on topics and modes of work
- Comparison and discussion of real world problems and scenarios
- Use of current events
- Provide extension activities
- Elevated journal prompts
- Supplemental reading material
- Multi-intelligence options
- Alternate reading and response options
- Adjust the pacing of lessons
- Compacting of material based on mastery level
- Use of supplemental sites such as Khan Academy

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
Renaissance <ul style="list-style-type: none"> ● Italian city-states ● Humanism ● Key players of the Renaissance ● Cultural changes in Europe ● Spread of the Renaissance ● The Northern Renaissance 	3 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> -Teacher notes/peer notes available upon request -Khan Academy/ Flipped Lessons (Renaissance art) -Visual learning (Renaissance Art) <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> -Student driven projects- (Students have choices within the newspaper project) -Internet Research (students will research renaissance artists, and various cultural aspects of the Renaissance) -Critical/Analytical thinking questions 	6.2.12.D.2.a 6.2.12.D.2.e RH. 9-10.1 RH.9-10.5 WHST.9-10.1B 9.2.12.C.7 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 8.2.12.D.4 9.2.12.C.4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> -Socratic Seminar on <i>The Prince</i> -Renaissance Artist Brochures -Venn Diagram comparisons (Northern vs. Italian Renaissance) -Elizabethan Era skits -Short Answer critical thinking questions <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> -Renaissance Newspaper Project -Renaissance quiz -Document Based Essay on the Renaissance

<p>Reformation</p> <ul style="list-style-type: none"> ● Protestant Reformation ● Key Players of the Reformation ● Catholic Reformation ● English Reformation ● Religious Wars 	2.5 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> -Graphic organizers during poster presentations -Jigsaw activities with primary and secondary sources on Reformation leaders <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> -Independent study -Various organizers -Student- choice on topics and presentation (digital poster or hand drawn) 	<p>6.2.12.D.2.b 6.2.12.D.2.d 6.2.12.B.2.a RH.9-10.7 RH.9-10.10 WHST.9-10.4 RH.9-10.2 WHST.9-10.2 C WHST.9-10.2B 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 8.2.12.D.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> -Reformation leaders poster presentations -Primary source reading and discussion questions on each Reformation leader -Answering student and teacher created critical thinking questions <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> - Renaissance and Reformation Cumulative Test
<p>Muslim Empires & Islamic World</p> <ul style="list-style-type: none"> ● Ottomans ● Safavids ● Mughals 	2.5 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> -Chunking of material for empires -Multiple levels of questions <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> -Discussion of real world problems and scenarios -Comparison of the Gunpowder Empires to the present-day world using current event articles 	<p>6.2.12.D.2.c 6.2.12.C.1.e RH.9-10.4 WHST.9-10.1D 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 8.2.12.D.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> -Islamic Religion webquest -Map creation and critical thinking questions -Current day news articles assignment -Comparison table with primary document analysis <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> -Chapter Test- (multiple choice, short answer, matching, essay) -Q1 Benchmark Assessment Cumulative test with and essay on units 1-3
<p>Exploration, Expansion,</p>	2.5 Weeks	<p><i>For Support:</i></p>	6.2.12.A.1.a	<p><i>Formative Assessment:</i></p>

<p>and Isolation</p> <ul style="list-style-type: none"> • Motives for exploration • European Exploration • China (Ming and Qing) • Japan (Tokugawa) 		<p>-Graphic organizers- comparison chart between empires -Oral and written assignments</p> <p><i>For Enhancement:</i> -Provide extension activities -Elevated Journal Prompts</p>	<p>6.2.12.B.1.a 6.2.12.C.1.a 6.2.12.C.1.e RH.9-10.9 WHST.9-10.10 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 8.2.12.D.4 9.2.12.C.4 Holocaust</p>	<p>-Journal writing in the perspective of explorers -<i>Treaty of Tordesillas</i> reading and analysis -Webquest on the Ming and Qing dynasty</p> <p><i>Summative Assessment</i> -Create short videos explaining the rise and fall of the Ming and Qing dynasty -Chapter Test - (short answers and essay)</p>
<p>The Atlantic World</p> <ul style="list-style-type: none"> • Key explorers • Economic systems • Commercial Revolution • Columbian Exchange • The Slave Trade 	4 Weeks	<p><i>For Support:</i> -Use of review exercises available online (Kahoot, Quizlet) -Rephrase questions, directions, and explanations</p> <p><i>For Enhancement:</i> -Individual presentations -Supplemental reading material</p>	<p>6.2.12.D.1.f 6.2.12.D.1.e 6.2.12.D.1.c 6.2.12.D.1.b 6.2.12.D.1.a 6.2.12.C.1.d 6.2.12.C.1.c 6.2.12.C.1.b 6.3.12.A.2 RH.9-10.6 RH.9-10.8 WHST.9-10.9 Amistad Holocaust 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</p>	<p><i>Formative Assessment:</i> -Socratic Seminar on <i>Supplemental Reading</i> -Columbus Day debate -Slave Trade perspectives comparison chart and readings -Old World/New World menu activity Section short answer quizzes (origins of exploration)</p> <p><i>Summative Assessment</i> -Explorers presentation project -Unit Test- (multiple choice, short answer, charts/graphs, essay)</p>

			8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	
Absolutism <ul style="list-style-type: none"> • Divine right of monarchs • France • Russia • Central Europe • Spain • England • Constitutional monarchy 	4 Weeks	<i>For Support:</i> -Multi-media approach to accommodate various learning styles (paintings, video, web-based assignments) -Visual Learning -Teacher notes/peer notes available upon request <i>For Enhancement:</i> -Use of Khan Academy and flipped classroom videos -Multi-intelligence options	6.2.12.C.1.c 6.2.12.A.2.b RH.9-10.3 RH.9-10.7 WHST.9-10.6 Holocaust 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 8.2.12.D.4	<i>Formative Assessment:</i> -Absolutism mapping activity -Spanish Golden Age art analysis and comparison -30 Years' War comic strips -English civil war interactive google slides presentations <i>Summative Assessment</i> -Absolute monarchs speed dating project -short answer quizzes (Spain and France; Russia) -Chapter Test (multiple choice, fill ins, short answers, map, essay) Q2 Benchmark Assessment-Document Based Questions
Revolution and Enlightenment <ul style="list-style-type: none"> • Scientific Revolution • Enlightenment • Revolutionary Ideas 	3 Weeks	<i>For Support:</i> -Authentic assessments -Small group instruction -Pinpointing essential vocabulary <i>For Enhancement:</i> -Recommended outside readings -Alternate reading and response options -Adjusting the pace of lessons	6.2.12.A.3.a 6.2.12.D.2.d 6.2.12.C.3.d LGBTQ+ Amistad RH.9-10.6 RH.9-10.1 9.2.12.C.7 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	<i>Formative Assessment:</i> -Primary source readings and discussion questions -Enlightenment thinkers symbolic drawings -Song lyric analysis activity -Socratic Seminar <i>Supplemental Reading</i> <i>Summative Assessment</i> -Scientific Revolution "Shark Tank" sales pitch project -Enlightenment Test (primary

			8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4 9.2.12.C.4	source analysis and short answer questions)
French Revolution and Napoleon <ul style="list-style-type: none"> • Causes • Main events of the French Revolution • Reign of Terror • Napoleonic Age • Congress of Vienna 	4 Weeks	<i>For Support:</i> -Assessment of student learning occurs at regular intervals and takes many forms. These include: completion of homework assignments, class participation -additional flipped lessons <i>For Enhancement:</i> -Compacting of material based on mastery level -Use of Khan Academy or other supplemental sites	6.2.12.A.3.a 6.2.12.A.2.b 6.3.12.C.1 RH.9-10.2 RH.9-10.4 RH.9-10.8 WHST.9-10.8 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 8.2.12.D.4	<i>Formative Assessment:</i> -French Revolution interactive web activity -Marie Antoinette analysis paper -Mapping conquests activity -Was Napoleon a friend or enemy of the Revolution? stations activity -Napoleon's Eulogy writing activity -Congress of Vienna simulation <i>Summative Assessment</i> -Document Based Question-Causes of the French Revolution -Chapter Test (multiple choice, short answer, timeline, essay) -Q3 Benchmark French Revolution "Crash Course" project
Nationalism <ul style="list-style-type: none"> • Nation-states • Unification • State building • Italy • Germany 	1.5 Week	<i>For Support:</i> -Partner/group presentation -Chunking of material <i>For Enhancement:</i> -Independent study	6.2.12.A.6.d 6.2.12.A.6.b 6.2.12.C.3.b RH.9-10.3 RH.9-10.9 WHST.9-10.7	<i>Formative Assessment:</i> -Romanticism and Realism art study -Independent study on nationalism movements

<ul style="list-style-type: none"> Latin American 		<p>-Provide choices of modes working</p>	<p>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 8.2.12.D.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 8.2.12.D.4 9.2.12.C.4</p>	<p><i>Summative Assessment</i> -Presentation project with choices on topics- students will either discuss</p>
<p>Industrial Revolution</p> <ul style="list-style-type: none"> Causes Effects Advancements Spread Urbanization Reforming the industrial world 	3 Weeks	<p><i>For Support:</i> -Use of prompts -Oral and written assignments -Graphic organizers</p> <p><i>For Enhancement:</i> -Critical/Analytical thinking tasks -Internet research -Provide extension activities</p>	<p>6.2.12.A.3.c 6.2.12.C.3.a 6.2.12.C.3.c 6.2.12.D.3.b 6.3.12.A.2 RH.9-10.7 RH.9-10.9 WHST.9-10.5 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 8.2.12.D.4</p>	<p><i>Formative Assessment:</i> -Should we industrialize? debate -Industrial inventions webquest -Photo study and written response -Industrial Revolution political cartoon creation -<i>Oliver Twist</i> reading and analysis -Various government types analysis chart</p> <p><i>Summative Assessment</i> -Chapter Test (multiple choice, short answers, maps, essay)</p>
<p>Age of Imperialism</p> <ul style="list-style-type: none"> Motives of 	3 Weeks	<p><i>For Support:</i> -Outlining of essay</p>	<p>6.2.12.A.3.e 6.2.12.B.3.a</p>	<p><i>Formative Assessment:</i> -Socratic Seminar</p>

<p>Imperialism</p> <ul style="list-style-type: none"> ● Colonization of: Africa, Asia and Latin America ● Lasting effects of Imperialism 		<p>Peer editing/reviewing Scaffolding of assignments Multiple levels of questioning</p> <p><i>For Enhancement:</i> - Student-driven projects Recommended outside readings</p>	<p>6.2.12.C.3.e 6.2.12.D.3.d 6.2.12.D.3.c 6.2.12.D.3.e RH.9-10.5 RH.9-10.6 WHST.9-10.2B WHST.9-10.2E 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 8.2.12.D.4 9.2.12.C.4</p>	<p><i>Supplemental Reading</i> -Imperialism debates -Imperialism Essay- research why Africa was so appealing to Europeans, what problems did Europeans face with colonization; How did Europeans change African culture? <i>Summative Assessment</i> -Google Earth imperialism tour -Chapter Test with maps, short answers, and multiple choice questions</p>
<p>20th Century</p> <ul style="list-style-type: none"> ● World Wars ● Decolonization ● Case Studies in Africa and Asia ● China- Opium Wars ● Nationalist Movements ● Gandhi ● Mandela 	3 Weeks	<p><i>For Support:</i> -Guided questions and note taking -Modification of content and student products -Glossary of key terms</p> <p><i>For Enhancement:</i> -Interest-based content -Supplemental material on Apartheid and the INC</p>	<p>6.2.12.A.6.a 6.2.12.D.5.b 6.2.12.D.5.a RH.9-10.4 RH.9-10.1 6.3.12.D.1 Holocaust Amistad 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 8.2.12.D.4</p>	<p><i>Formative Assessment:</i> -Political cartoon analysis and creation activity -TV News report skit activity -Comparison assignment- research another area of the world that was undergoing oppression and their situation to South Africa</p> <p><i>Summative Assessment</i> -Chapter Test with short answer and essay question</p>
<p>Contemporary Issues</p> <ul style="list-style-type: none"> ● Post War ● Human rights ● Spread of democracy 	4 Weeks	<p><i>For Support:</i> -Modified assessments -Use of visual and multi-sensory formats</p>	<p>6.2.12.C.6.b 6.2.12.C.6.c 6.2.12.A.6.a 6.2.12.A.6.b</p>	<p><i>Formative Assessment:</i> -Current event research and annotated bibliographies</p>

<ul style="list-style-type: none"> • Science and technology 		<p>-Partner/group presentation</p> <p><i>For Enhancement:</i></p> <p>-Real-world problems and scenarios</p> <p>-Inquiry-based instruction</p> <p>-Independent study</p>	<p>6.3.12.D.2 6.3.12.D.1 RH.9-10.10 WHST.9-10.8 WHST.9-10.1C Holocaust Amistad LGBTQ+ 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 8.2.12.D.4 9.2.12.C.4</p>	<p><i>Summative Assessment</i></p> <p>-Presentation assignment- research one modern day country that we have talked about this year, and create a presentation highlighting its current status politically, culturally, economically, and socially</p> <p>-Quarter 4 Benchmark - Current Events project</p>
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