

# Modern World History Grade 9

**Prepared by:**

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*Superintendent of Schools:*

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

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## **Modern World History**

### **Course Description:**

Modern World History is a course designed to provide ninth grade students with a cross-cultural study of global development from the emergence of modern Europe and the role of absolute monarchs to the present. An emphasis on cultural interaction and the rise of globalization will envelop the year. Students will acquire the knowledge, 21st century skills, and perspectives that will allow them to become active citizens of a diverse America who can make informed decisions about local, national, and global issues.

### **Course Sequence:**

Unit 1 Early Modern Times: 1492-1800 22 days  
Unit 2 Enlightenment and Revolution: 1700-1850 55 days  
Unit 3 A New Global Age: 1800-1914 34 days  
Unit 4 World Wars and Revolutions: 1910-1955 45 days  
Unit 5 The World Since 1945 23 days

**Prerequisite: World History 8**

**Unit # - Overview****Content Area: Modern World History****Unit Title: Early Modern Times: 1492-1800****Grade Level: 9****Core Ideas:**

Unit 1 studies the major developments that led to an age of global conquest, interdependence, and exchange. The unit also focuses on the emergence of modern Europe and the role of absolute monarchs

**Unit # - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

6.2.12.Geo SV. 1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.Geo PP. 1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.Geo GE. 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.Geo GE. 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.Hist ory CC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
6.2.12.Hist ory CC.1.d	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.Hist ory CC.1.g	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.Hist ory CC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans..
6.2.12.Hist ory CC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
6.2.12.Civi	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states

csP R.2.b	in Europe (i.e., the French absolute monarchy and the English limited monarchy)
6.3.12.History CA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.12.History CA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions
<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
<b>Computer Science and Design Thinking</b>	
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture
8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)</b>	

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LGBTQ+ Mandate	Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day.
LGBTQ+ Mandate	Explain the influence of religion on relationships and gender identity
LGBTQ+ Mandate	Determine the role of fear in systemic and over oppression as it relates to the history of the LGBTQ+ community
Holocaust Mandate	Explain how means of oppression change across time and culture
Amistad Mandate	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

AAPI	Analyze the contributions of Asian-American/Pacific Islanders to Modern World History
Handicap Mandate	Analyze the effectiveness of societies to create inclusive environments for peoples with disabilities throughout history.
SEL	<ul style="list-style-type: none"> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul>

**Interdisciplinary Connection**

MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.
WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information

**Companion Standards ELA/L**

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
NJSLSA.R8.	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
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.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

**Unit Essential Question(s):**

- How did Europe’s age of exploration impact the Americas, Africa, and Europe itself?
- How did the role of absolute monarchs affect Europe from the 1500s through the 1700s?

**Unit Enduring Understandings:**

- European colonization of the Americas shaped global economies and societies.
  - During the Age of Absolutism, strong monarchs created centralized nation-states whose governments they ruled with complete authority

**Evidence of Learning**

**Formative Assessments:**

- Quizzes
- Homework
- Class work
- Political cartoon analysis
- Essay
- Other written assignments

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- Web research

**Summative/Benchmark Assessment(s):**

- Tests

**Alternative Assessments:**

- Problem Based Learning Project: Absolutism

**Resources/Materials:**

- Use of Interwrite
- Chromebooks,
- Textbook
- Virtual tour of Palace at Versailles  
[www.chateauversailles.fr](http://www.chateauversailles.fr),
- Russia under Peter the Great and Catherine the Great primary sources  
[https://eudocs.lib.byu.edu/index.php/Russia\\_169\\_6-1796](https://eudocs.lib.byu.edu/index.php/Russia_169_6-1796)

**Key Vocabulary:**

- Absolutism
- Columbian Exchange
- Monarchy
- Mercantilism
- Colonies

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Effects of Global Contact	Explain how European exploration led to the Columbian Exchange. Understand the impact that mercantilism had on European and colonial economies	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Extending Spanish Power	Understand the short-term and long-term effects of the Spanish conquests on the peoples of the Americas. Analyze the major features of Spanish colonial society and culture. Describe how Portugal and other European nations challenged Spanish power.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4
France under Louis XIV	Explain how Henry IV rebuilt France after wars of religion. Explain how Louis XIV became an absolute monarch with Versailles as a symbol of his power	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4

Parliament Triumphs in England	Analyze how clashes between the Monarch and Parliament led to the development of the English constitutional government. Compare and contrast the English Bill of Rights and the American Bill of Rights	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Rise of Austria and Prussia	Understand how Austria and Prussia emerged as great powers.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Absolute Monarchy in Russia	Explain how Peter the Great and Catherine the Great tried to make Russia into a modern state and expand Russia's borders.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
PBL - Absolute Resume	Evaluate the characteristics required to be a successful absolute monarch	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	6
<b>Teacher Notes:</b>			

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<b>Additional Resources:</b>				
<b>Differentiation/Modification Strategies</b>				
<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504Students</b>
Repeat/rephrase directions as needed  Allow errors  Allow extended time to answer questions  Follow IEP accommodations/modifications	Repeat/rephrase directions as needed  Allow errors  Allow extended time to answer questions  Follow IEP accommodations/modifications	Repeat/rephrase directions as needed  Allow errors  Allow extended time to answer questions  Follow IEP accommodations/modifications	Repeat/rephrase directions as needed  Allow errors  Allow extended time to answer questions  Follow IEP accommodations/modifications	Repeat/rephrase directions as needed  Allow errors  Allow extended time to answer questions  Follow IEP accommodations/modifications

**Unit # - Overview****Content Area: Modern World History****Unit Title: Enlightenment and Revolution: 1700-1850****Grade Level: 9****Core Ideas:**

**Unit 2 discusses an era of revolution beginning with the enlightenment period and its connection with the American revolution and continuing with the French Revolution, the Industrial Revolution, and other revolutions in Europe and Latin America**

**Unit # - Standards****Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSLs)**

6.2.12.Civics P.R.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa
6.2.12.History UP.2.a	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.History CC.3.a	Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America
6.2.12.Civics SD P.3.b	Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
6.2.12.Civics SD P.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution
6.2.12.History CC.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.Civics P.I.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
6.2.12.Economics ET .3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.Economics ET .3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability
6.3.12.History CA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
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LGBTQ+	Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day.

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Mandate	
LGBTQ+ Mandate	Explain the influence of religion on relationships and gender identity
LGBTQ+ Mandate	Determine the role of fear in systemic and over oppression as it relates to the history of the LGBTQ+ community
LGBTQ+ Mandate	Explain how Enlightenment ideals planted the seeds of individual liberty and impact acceptance and individual freedom for future generations
Holocaust Mandate	Explain how means of oppression change across time and culture
Amistad Mandate	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
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<b>Interdisciplinary Connection</b>	
MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.
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NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>● How did Enlightenment thinkers inspire revolutionaries to push for radical changes in government and society? <ul style="list-style-type: none"> <li>● How have political decisions promoted or prevented the growth of personal freedom, individual responsibility, and equality?</li> </ul> </li> <li>● How did the Industrial Revolution change the world socially and economically?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Revolutions around the world were inspired by Enlightenment ideas about freedom and government.</li> <li>● The Industrial Revolution had radical technological, social, and economic effects throughout the world. <ul style="list-style-type: none"> <li>● It brought great change to the modern world, but also introduced problems that people had not experienced before.</li> </ul> </li> </ul>
<b>Evidence of Learning</b>	

**Formative Assessments:**

- Quizzes
- Homework
- Class work
- Other written assignments
- Skits/Performance Assessment
- Quick writes

**Summative/Benchmark Assessment(s):**

- Tests

**Alternative Assessments:**

- Project Based Learning Project: Life in the Industrial Age

**Resources/Materials:**

- Enlightenment resources [www.fordham.edu](http://www.fordham.edu)  
French Revolution illustrations  
[www.chnm.gmu.edu/revolution/d/82/](http://www.chnm.gmu.edu/revolution/d/82/) Video clip: <http://www.history.com/topics/french-revolution/videos#robespierre-and-the-reign-of-terror>
- Listen lyrics of “La Marseillaise”  
[www.marseillaise.org/english/audio.html](http://www.marseillaise.org/english/audio.html)  
Napoleon  
[http://www.pbs.org/empires/napoleon/n\\_war/ibs/in dex.html](http://www.pbs.org/empires/napoleon/n_war/ibs/in dex.html)
- Who Wants to Be a Cotton Millionaire Interactive Game  
[http://www.bbc.co.uk/history/british/victorians/lau nch\\_gms\\_cotton\\_millionaire.shtml](http://www.bbc.co.uk/history/british/victorians/lau nch_gms_cotton_millionaire.shtml)
- Marxian Theory Video Clip  
[http://teachertube.com/viewVideo.php?video\\_id=6\\_1999&title=Marxian\\_Theory](http://teachertube.com/viewVideo.php?video_id=6_1999&title=Marxian_Theory)
- Interactive site on Women’s rights  
[http://www.bbc.co.uk/history/interactive/games/vic\\_torian\\_women/index.shtml](http://www.bbc.co.uk/history/interactive/games/vic_torian_women/index.shtml)
- Pride and Prejudice Video clip  
<http://movieclips.com/c8JBa-pride-and-prejudice-movie-offending-lady-catherine/>

**Key Vocabulary:**

- Enlightenment
- Declaration of Independence
- Industrial Revolution
- Capitalism
- Utilitarians
- Socialists

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Philosophy in the Age of Reason	Compare the ideas of Enlightenment thinkers and determine their impact on the world today.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	6
Enlightenment Ideas	Describe how Enlightenment ideas spread and affected the arts and literature	Notes/Google Slides Primary sources Articles and reading	2

Spread		comprehension Discussion Questions	
Enlightenment Ideas affect the American Revolution	Analyze how the Declaration of Independence and new Constitution reflected the ideas of the Enlightenment.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2

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France on the Eve of Revolution	Explain the causes of discontent in France on the eve of revolution.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
The Moderate Phase of the French Revolution	Explain the impact of the revolution on the power of the monarch and individual rights.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
The Radical Days of the French Revolution	Explain how and why the revolution took a violent turn.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
The Age of Napoleon	Analyze how Napoleon came to power and what led to his downfall.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4
An Age of Opposing Ideologies	Understand the opposing ideologies and how their differences led to uprisings and revolts.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Revolutions Across Europe	Evaluate the causes and degrees of success of revolutions.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
Revolutions in Latin	Explain the causes of discontent and independence movements in Latin America. Summarize the revolts in	Notes/Google Slides Primary sources Articles and reading	3

America	Haiti, Mexico, and Central America.	comprehension Discussion Questions	
The Industrial Revolution Begins	Explain the significance of new technologies during the Industrial Revolution. Explain why Britain was the starting point for the Industrial Revolution.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4
Social Impact of the Industrial Revolution	Compare and contrast the industrial working class and the new middle class. Explain what caused urbanization and what life was like in the new industrial cities.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
New Ways of Thinking	Summarize how economic thinking changed during the Enlightenment and contrast the approaches of capitalists, utilitarians, and socialists to solving economic problems.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	5
PBL: Life in the Industrial Age	Analyze the benefits and challenges of industrialization. Explain how working class struggles led to improved conditions for workers. Understand how women and educators sought change. Learn how science challenged existing beliefs. Explain what themes shaped art in the Industrial Age.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	12

**Teacher Notes:**

**Additional Resources:**

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**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
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Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed
Allow errors	Allow errors	Allow errors	Allow errors	Allow errors
Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions
Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications

**Unit # - Overview**

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<b>Content Area: Modern World History</b>	
<b>Unit Title: A New Global Age</b>	
<b>Grade Level: 9</b>	
<p><b>Core Ideas:</b></p> <p><b>Unit 3 examines the century preceding the First World War, during which time industrialization took place in many countries, and the strongest of them built or added to their overseas empires. Students will analyze the nationalist movements that swept through Europe in the 19th century with a special focus on the unification of Germany and Italy. They will evaluate the social and political changes that took place in Western Democracies. Students will concentrate on European imperialism in Africa, Asia, and Latin America. They will analyze the era and identify both the benefits and challenges of the policies created for both the Europeans and the indigenous peoples.</b></p>	
<b>Unit # - Standards</b>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSL)</b>	
6.2.12.Econ GI. 3.c	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.Geo SV. 1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.Geo PP. 1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.Geo GE. 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.Geo GE. 1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6.2.12.Hist ory CC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
6.2.12.Hist ory CC.1.g	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.Hist ory CC.3.a	Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America
6.2.12.Geo GI. 3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism
6.2.12.Econ GI. 3.b	Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world
6.2.12.Hist ory UP.3.a	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.Hist ory CC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule
6.3.12.Hist ory CA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
6.3.12.Hist ory CA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions
<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others

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**Computer Science and Design Thinking**

8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture
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8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)</b>	
LGBTQ+ Mandate	Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day.
LGBTQ+ Mandate	Explain the influence of religion on relationships and gender identity
LGBTQ+ Mandate	Determine the role of fear in systemic and over oppression as it relates to the history of the LGBTQ+ community
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Amistad Mandate	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
AAPI	Analyze the contributions of Asian-American/Pacific Islanders to Modern World History
Handicap Mandate	Analyze the effectiveness of societies to create inclusive environments for peoples with disabilities throughout history.
SEL	<ul style="list-style-type: none"> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul>
<b>Interdisciplinary Connection</b>	
MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information
<b>Companion Standards ELA/L</b>	
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

NJSLSA.R8.	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
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.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How did nationalism and the demand for reform affect Europe?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● European nationalism led to the unification of Germany and Italy, caused tensions to rise in Eastern Europe and led to reform as well as repression in Russia.</li> </ul>
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<ul style="list-style-type: none"> <li>● How did western industrial powers gain global power and how did political and economic imperialism influence nations around the world?</li> </ul>	<ul style="list-style-type: none"> <li>● Feelings of nationalism still resonate today.</li> </ul>
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**Evidence of Learning**

<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Homework</li> <li>● Class work</li> <li>● Other written assignments</li> <li>● Exit tickets</li> <li>● Political Cartoons</li> </ul> <p><b>Summative/Benchmark Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Tests</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Project Based Learning Project: Nationalism</li> </ul>	
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<p><b>Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>● Textbook</li> <li>● Berlin Conference political cartoon <a href="https://nj.pbslearningmedia.org/resource/6031c3a2-ada9-42b4-8045-52006e2a2b07/the-berlin-conference-of-1884-1885/#.W2oAydIzrc">https://nj.pbslearningmedia.org/resource/6031c3a2-ada9-42b4-8045-52006e2a2b07/the-berlin-conference-of-1884-1885/#.W2oAydIzrc</a></li> <li>● National Archives Britain <a href="http://www.nationalarchives.gov.uk/education/">www.nationalarchives.gov.uk/education/</a></li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Nationalism</li> <li>● Imperialism</li> <li>● Genocide</li> <li>● Suffrage</li> </ul>
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**Suggested Pacing Guide**

<b>Lesson Name/Topic</b>	<b>Student Learning Objective(s)</b>	<b>Suggested Tasks/Activities:</b>	<b>Day(s) to Complete</b>
Building a German Nation	Identify the events that led to the unifications of Germany and Italy	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Strengthening of Germany	Analyze the system of government of the second Reich and the social reforms implemented by Bismarck.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
Unification of Italy	Evaluate the events leading to the unification of Italy and the obstacles to progress.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
Nationalism Threatens Old Empires	Examine how the growth of nationalism and other problems affected old empires in Europe with specific attention to Austria, Russia, and the Ottoman Empires. Understand the tensions between Muslim Turkish nationalists and Christian Armenians that resulted in genocide	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4
Russia: Reform and Reaction	Evaluate the leadership of Russian czars leading to both reform and repression	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4
Nationalism PBL	Synthesize knowledge of nationalism by creating a speech, editorial, or friendly letter.	Notes/Google Slides Primary sources Articles and reading comprehension	2

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		Discussion Questions	
A Century of Reform in Britain	Examine how political reform in Britain expanded suffrage and made the British Parliament more democratic. Identify the social and economic reforms benefitting British workers and others.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2

Division and Democracy in France	Analyze the challenges faced by the Third Republic in France and the government's attempt at reform.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Imperialism	Identify the political, economic, and social motives for imperialism.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
The Scramble for Africa	Create a map illustrating the problems resulting from the division of Africa by the Europeans.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
British Imperialism in India	Evaluate the economic and political impact of British control of India	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Imperialism in Asia	Evaluate the response of individuals to European involvement and control of Asia.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
Economic Imperialism in Latin America	Evaluate the system of economic dependence resulting from European involvement in Latin America.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1
Impact of Imperialism	Compare the costs and benefits of imperialism for all involved and determine whether subjects people were better or worse off as a result of their interactions with Europeans	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	1

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
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Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed	Repeat/rephrase directions as needed
Allow errors	Allow errors	Allow errors	Allow errors	Allow errors
Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions	Allow extended time to answer questions

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Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications	Follow IEP accommodations/modifications
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**Unit # - Overview**

**Content Area: Modern World History**

**Unit Title: World Wars and Revolutions: 1910-1955**

**Grade Level: 9**

**Core Ideas:**

**Unit 4 examines the era from World War I through World War II and into the Cold War, including the Russian Revolution and nationalism struggles in Latin America, Africa, the Middle East, India, and China. Students will analyze the causes and tactics of both wars. Students will investigate the economic, political, and social effects of the war on the home front. The unit explores the rise of fascism and communism in the years leading up to World war II.**

**Unit # - Standards**

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

**Performance Expectations (NJSL)**

6.2.12.Civics P I.4.a

Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

6.2.12.Civics H R.4.a

Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. •

6.2.12.Civics P I.4.b

Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.Geo SP. 4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post WWI.
6.2.12.Geo SP. 4.b	Determine how geography impacted military strategies and major turning points during World War II
6.2.12.Geo GI. 4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
6.2.12.EconE M.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice
6.2.12.Hist ory CC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.Hist ory CC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
6.2.12.Hist ory CC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II
6.2.12.Hist ory CC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
6.2.12.Hist ory CC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”

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6.2.12.Hist ory CC.4.h	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property)
6.2.12.Hist ory UP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations
6.3.12.Econ GE .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.Hist ory CA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools)
6.3.12.Hist ory CA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions
<b>Career Readiness, Life Literacies, and Key Skills</b>	
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures

9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
<b>Computer Science and Design Thinking</b>	
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture
8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)</b>	
LGBTQ+ Mandate	Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day.
LGBTQ+ Mandate	Explain the influence of religion on relationships and gender identity
LGBTQ+ Mandate	Determine the role of fear in systemic and over oppression as it relates to the history of the LGBTQ+ community
Holocaust Mandate	Explain how means of oppression change across time and culture
Amistad Mandate	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
AAPI	Analyze the contributions of Asian-American/Pacific Islanders to Modern World History
Handicap Mandate	Analyze the effectiveness of societies to create inclusive environments for peoples with disabilities throughout history.
SEL	<ul style="list-style-type: none"> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul>
<b>Interdisciplinary Connection</b>	

MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.
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WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information
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**Companion Standards ELA/L**

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
NJSLSA.R8.	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
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.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

**Unit Essential Question(s):**

- How did conflicting national interests set up the world for conflict?
- What were the peace terms and why were they unsuccessful?
- How did World War I affect major world events? ● What political and economic challenges did the Western world face in the 1920s and 1930s, and how did various countries react to these challenges?
- What led to the rise of totalitarian dictatorships and what was life like under their rule?
  - How did aggressive world powers emerge, and what did it take to defeat them during World War II?
- How did new conflicts develop among former allies after World War II?

**Unit Enduring Understandings:**

- World War I and World War II still impact the world today.
- Conflicting national interests still cause world conflict.
- A struggle against dictators still exists today.
- Ethnic, racial, and religious hatreds impact society.

**Evidence of Learning**

**Formative Assessments:**

- Quizzes
- Homework
- Class work
- Other written assignments
- Web research
- National archives primary source analysis

**Summative/Benchmark Assessment(s):**

- Tests
- Essay: Totalitarian Dictatorships

**Alternative Assessments:**

- Problem Based Learning Project: World War I

**Resources/Materials:**

Hymn to Stalin poem

<http://www.fordham.edu/halsall/mod/stalin-worship.asp> Interactive map of war in Pacific

[http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s\\_u8/](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u8/)

**Key Vocabulary:**

- Militarism
- Alliance
- Imperialism
- Nationalism
- Totalitarian
- Treaty of Versailles
- Genocide
- Naziism

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**Vladimir Lenin biography**

<http://www.biography.com/people/vladimir-lenin/937900>

**7 Propaganda poster**

<http://chnm.gmu.edu/cyh/primary-sources/394>

**Historical Fiction: Breaking Stalin's Nose**

[http://www.eugeneyelchinbooks.com/breakingstalinos\\_e/index.php](http://www.eugeneyelchinbooks.com/breakingstalinos_e/index.php)

**Radio broadcast of Britain declaring war**

<http://www.bbc.co.uk/archive/ww2outbreak/7917.shtml>

**Documentary "One Survivor Remembers"**

<https://www.ushmm.org/remember/days-of-remembrance/resources/one-survivor-remembers>

- Communism

**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Causes of WWI	Comprehend how nationalism and the formation of alliances pushed Europe toward war.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3

PBL WWI	Describe how technology made World War I different from earlier wars. Compare and contrast the Eastern and Western Front during World War I and explain how the Allies achieved victory. Describe how World War I became a total war. Analyze the human, economic, political, and costs of World War I. Explain why many people were unhappy with the Treaty of Versailles and other peace settlements.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	8
Revolution in Russia	Analyze how two revolutions and a civil war brought about communist control of Russia.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
Life in a Totalitarian State	Examine how totalitarian dictators controlled every aspect of their citizens' lives.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Nationalism and Revolution around the World	Identify the causes and effects of the Mexican Revolution. Revolution around the World Analyze the effects of economic, political, and cultural nationalism in Latin America. Analyze how nationalism grew in Africa and India and the resistance to colonial rule. Explain how China coped with internal division and foreign invasion. Analyze Japan's movement from liberalism to militarism.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	8
Postwar Social Changes:	Describe the literary and artistic trends of the 1920s and how they reflected a change in attitudes and values.	Notes/Google Slides Primary sources Articles and reading comprehension	2

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literature, Art, Architecture, and Science		Discussion Questions	
Western Democracies	Compare the postwar domestic, economic and foreign policy situations of the Western Democracies.	Notes/Google Slides Primary sources Articles and reading	1

Stumble		comprehension Discussion Questions	
Fascist Italy	Analyze the values and goals of Fascist Italy by comparing and contrasting fascism and communism.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2
Hitler and the Rise of Nazi Germany	Comprehend the political, social, economic, and cultural policies of Nazi Germany	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	3
Dictatorship Challenges World Peace	Analyze the threat to world peace posed by dictators in the 1930s and how the Western Democracies responded.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	4
WWII and the Holocaust PBL	Understand the major battles of World War II and compare the war in Europe and the Pacific. Evaluate the horror of the genocide the Nazis committed and how ethnic, racial, and religious hatreds weaken society.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	7
The Cold War	Evaluate how the breakup of wartime alliances led to new conflicts during the Cold War.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

<b>Students with Disabilities</b>	<b>English Language Learners</b>	<b>Gifted and Talented Students</b>	<b>Students at Risk</b>	<b>504 Students</b>
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<b>Unit # - Overview</b>	
<b>Content Area: Modern World History</b>	
<b>Unit Title: The World Since 1945</b>	
<b>Grade Level: 9</b>	
<b>Core Ideas:</b> <b>Unit 5 surveys significant events and developments throughout the world since the end of World War II. Students will study the major issues facing the world today. Then they will complete a problem-based learning project on developments in a specific region of the world.</b>	
<b>Unit # - Standards</b>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSL)</b>	
6.2.12.CivicsP I.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
6.2.12.History CC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights
6.2.12.History CC.5.a	Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia
6.2.12.History CC.5.e	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).

6.2.12.History CC.5.h	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives
6.2.12.Civics HR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.Geo SP. 4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post WWI
6.2.12.Geo SP. 4.b	Determine how geography impacted military strategies and major turning points during World War II
6.3.12.Civics PD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.Geo GI. 1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
6.3.12.Economics GE .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.History CA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

**Career Readiness, Life Literacies, and Key Skills**

9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures
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**Computer Science and Design Thinking**

8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture
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8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints
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<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT, etc...)</b>	
LGBTQ+ Mandate	Understand how early American norms of gender and sexuality were adopted from Eurocentric norms and served to repress core tenets of various cultures throughout history and in society in the present day.
LGBTQ+ Mandate	Explain the influence of religion on relationships and gender identity
LGBTQ+ Mandate	Determine the role of fear in systemic and over oppression as it relates to the history of the LGBTQ+ community
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NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research

	process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How did former European colonies gain independence, and what challenges did they face after independence?</li> <li>• Why have deadly conflicts plagued some regions of the world?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Former colonial powers remain among the world's richest nations, while many former colonies, known as developing nations, remain poor.</li> <li>• Social, political, and economic inequalities still exist in the world today.</li> </ul>

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<ul style="list-style-type: none"> <li>• What challenges have nations of the developing world faced, and what steps have they taken to meet those challenges?</li> </ul>	<ul style="list-style-type: none"> <li>• Conflicts divide nations and impede world peace.</li> <li>• America is part of a global culture.</li> </ul>
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**Evidence of Learning**

<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Homework</li> <li>• Class work</li> <li>• Other written assignments</li> <li>• Oral presentations</li> <li>• Quick writes</li> </ul> <b>Summative/Benchmark Assessment(s):</b> <ul style="list-style-type: none"> <li>• Tests</li> </ul> <b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• Problem Based Learning Project: The World Since 1945</li> </ul>
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<b>Resources/Materials:</b>  <b>International Monetary Fund</b> <a href="http://www.imf.org">www.imf.org</a> <b>OPEC</b> <a href="http://www.opec.org">www.opec.org</a>	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• Cold War</li> <li>• Communism</li> <li>• Global Security</li> <li>• Human Rights</li> </ul>
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**Suggested Pacing Guide**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
The End of the Cold War	Evaluate the causes and effects of the end of the Cold War and its impact on both superpowers as well as the world.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	2

Issues the World Today	determine the social, political, economics challenges and progress since the Cold War ended.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	10
The World Since 1945 PBL	Synthesize knowledge of concepts learned throughout the year and create a presentation tracing the history and current situation of issues around the world today.	Notes/Google Slides Primary sources Articles and reading comprehension Discussion Questions	11

**Teacher Notes:**

**Additional Resources:**

**Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Repeat/rephrase directions as needed  Allow errors	Repeat/rephrase directions as needed  Allow errors	Repeat/rephrase directions as needed  Allow errors	Repeat/rephrase directions as needed  Allow errors	Repeat/rephrase directions as needed  Allow errors

Midland Park Public Schools

Allow extended time to answer questions  Follow IEP accommodations/modifications	Allow extended time to answer questions  Follow IEP accommodations/modifications	Allow extended time to answer questions  Follow IEP accommodations/modifications	Allow extended time to answer questions  Follow IEP accommodations/modifications	Allow extended time to answer questions  Follow IEP accommodations/modifications
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