



**MIDLAND PARK PUBLIC SCHOOLS**  
*Midland Park, New Jersey*  
**CURRICULUM**

# **World History**

## **Grade 9**

**Prepared by:**  
**Hanora Bellucco & Phyllis Stepien**

*Superintendent of Schools:*  
**Marie C. Cirasella, Ed.D.**

CCCS born on 9/2012  
Revised 6/2014  
Addenda adopted 8/2015  
NJSLS born on 5/2017  
Revised 9/2018

World History 9

**I Course Prerequisites**

Enrollment in World History in grade 9 presumes student mastery of World History 8 course objectives.

**II Course Description**

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.

**III Course Sequence**

Unit 1 Early Modern Times: 1492-1800

Unit 2 Enlightenment and Revolution: 1700-1850

Unit 3 A New Global Age: 1800-1914

Unit 4 World Wars and Revolutions: 1910-1955

Unit 5 The World Since 1945

<b>Content Area:</b> History: World History	
<b>Unit Title:</b> Early Modern Times: 1492-1800	
<b>Grade Level:</b> 9	
<p><b>Unit Summary:</b> 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.</p> <p><b>Interdisciplinary Connections:</b> Students will analyze examples of art and literature from the unit's time period and explain how they reflect the significance of the major themes in the unit of study.</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b> Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication Literacy, Communication and Collaboration, Life and Career Skills, Information Literacy</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
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 mid-18 <sup>th</sup> century.
6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
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.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and 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.d	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.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.c	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.b	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.
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.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.



<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How did Europe’s age of exploration impact the Americas, Africa, and Europe itself?</li> <li>● How did the role of absolute monarchs affect Europe from the 1500s through the 1700s?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● European colonization of the Americas shaped global economies and societies.</li> <li>● During the Age of Absolutism, strong monarchs created centralized nation-states whose governments they ruled with complete authority</li> </ul>
--	--

**Unit Learning Targets/Objectives**

*Students will...*

- Analyze the results of the first encounters between Spanish explorers and Native Americans.
- 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.
- Analyze the impact of the slave trade on African kingdoms.
- Explain how European exploration led to the Columbian Exchange.
- Understand the impact that mercantilism had on European and colonial economies.
- Analyze how Spanish power changed under Charles V and Philip II.
- 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.
- 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.
- Understand how Austria and Prussia emerged as great powers.
- Explain how Peter the Great and Catherine the Great tried to make Russia into a modern state and expand Russia’s borders.
- Evaluate the characteristics required to be a successful absolute monarch.

*In accordance with the New Jersey Career Ready Practices students will...*

- Act as a responsible and contributing citizen. (CRP 1)
- Apply appropriate academic and technical skills. (CRP 2)
- Communicate clearly and effectively and with reason. (CRP4)
- Consider the environmental, social and economic impacts of decisions. (CRP5)
- Demonstrate creativity and innovation. (CRP6)
- Employ valid and reliable research strategies. (CRP 7)
- Utilize critical thinking to make sense of problems and persevere in solving them. (CRP 8)
- Model integrity, ethical leadership and effective management. (CRP 9)
- Plan education and career paths aligned to personal goals. (CRP10)

**Formative Assessments:**

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

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

Tests



**Problem Based Learning Project: Absolutism**

**Resources/Materials** (copy hyperlinks for digital resources):

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\\_1696-1796](https://eudocs.lib.byu.edu/index.php/Russia_1696-1796)

**Modifications:**

**Special Education Students**

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

**At-Risk Students**

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

**English Language Learners**

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

**Gifted and Talented Students**

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Spanish and Portuguese Colonies in the Americas	Analyze the results of the first encounters between Spanish and Native Americans.	2
African Slaves and Kingdoms	Analyze the impact of the Slave Trade on African kingdoms.	1
Effects of Global Contact	Explain how European exploration led to the Columbian Exchange. Understand the impact that mercantilism had on European and colonial economies.	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. Analyze how Spanish power changed under Charles V and Philip II.	2
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.	3
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.	2
Rise of Austria and Prussia	Understand how Austria and Prussia emerged as great powers.	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.	2
PBL- Absolute Resume	Evaluate the characteristics required to be a successful absolute monarch.	5
<p><b>Teacher Notes:</b>  On presidential election years, change the PBL to a campaign for an absolute ruler.  Use closed captioning to offer alternatives for auditory information.  Promote expectations that optimize motivation.</p> <p><b>Additional Resources</b>  Click links below to access additional resources used to design this unit:  Universal Design for Learning Guidelines <a href="http://www.udcenter.org/implementation/examples">http://www.udcenter.org/implementation/examples</a></p>		



Career Ready Practices <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>  
 Resume template <https://www.mass.edu/gearup/documents/WritingaResume.pdf>

**Content Area:** History: World History

**Unit Title:** Enlightenment and Revolution: 1700-1850

**Grade Level:** 9

**Unit Summary:**

Unit 2 discusses an era of revolutions 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.

**Interdisciplinary**

**Connections:**

Students will analyze examples of art and literature from the unit's time period and explain how they reflect the significance of the major themes in the unit of study.

**21<sup>st</sup> Century**

**Themes and Skills:**

Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication Literacy, Communication and Collaboration, Life and Career Skills, Information Literacy

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
6.2.12.A.2.a	Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.
6.2.12.A.2.b	Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.
6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
6.2.12.A.3.b	Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.
6.2.12.A.3.c	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
6.2.12.A.3.d	Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
6.2.12.A.3.e	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
6.2.12.A.3.f	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.B.3.b	Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.
6.2.12.B.3.c	Relate the role of geography to the spread of independence movements in Latin America.
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.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.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.
NJLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
NJLSA.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.
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How did Enlightenment thinkers inspire revolutionaries to push for radical changes in government and society?</li> <li>● How have political decisions promoted or prevented the growth of personal freedom, individual responsibility, and equality?</li> <li>● How did the Industrial Revolution change the world socially and economically?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <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. It brought great change to the modern world, but also introduced problems that people had not experienced before.</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Compare the ideas of Enlightenment thinkers and determine their impact on the world today.</li> <li>● Summarize how economic thinking changed during this time.</li> <li>● Describe how Enlightenment ideas spread and affected the arts and literature.</li> <li>● Analyze how the Declaration of Independence and new Constitution reflected the ideas of the Enlightenment.</li> <li>● Explain the causes of discontent in France on the eve of revolution.</li> <li>● Summarize the phases of the French Revolution.</li> <li>● Analyze how the French people were affected by the changes brought about by the revolution.</li> <li>● Analyze Napoleon’s rise to power and downfall.</li> <li>● Evaluate how opposing ideologies in Europe led to uprisings and revolts.</li> <li>● Explain the causes of discontent and independence movements in Latin America.</li> <li>● Summarize revolts in Haiti, Mexico, and Central America.</li> <li>● Explain the significance of new technologies during the Industrial Revolution.</li> <li>● Explain why Britain was the starting point for the Industrial Revolution.</li> <li>● Compare and contrast the industrial working class and the new middle class.</li> <li>● Explain what caused urbanization and what life was like in the new industrial cities.</li> <li>● Analyze the benefits and challenges of industrialization.</li> <li>● Contrast the Approaches of capitalists, utilitarians, and socialists to solving economic problems.</li> <li>● Explain how working-class struggles led to improved conditions for workers.</li> <li>● Understand how women and educators sought change.</li> <li>● Learn how science challenged existing beliefs.</li> <li>● Explain what themes shaped art in the Industrial Age.</li> </ul> <p><i>In accordance with the New Jersey Career Ready Practices students will...</i></p> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing citizen. (CRP 1)</li> <li>● Apply appropriate academic and technical skills. (CRP 2)</li> <li>● Communicate clearly and effectively and with reason. (CRP4)</li> <li>● Consider the environmental, social and economic impacts of decisions. (CRP5)</li> <li>● Demonstrate creativity and innovation. (CRP6)</li> <li>● Employ valid and reliable research strategies. (CRP 7)</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP 8)</li> <li>● Model integrity, ethical leadership and effective management. (CRP 9)</li> </ul>	

- Plan education and career paths aligned to personal goals. (CRP10)
- Use technology to enhance productivity. (CRP11)
- Work productively in teams while using cultural global competence. (CRP 12)

**Formative Assessments:**

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

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

Tests

Problem Based Learning Project: Life in the Industrial Age

**Resources/Materials (copy hyperlinks for digital resources):**

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/index.html](http://www.pbs.org/empires/napoleon/n_war/ibs/index.html)

*Who Wants to Be a Cotton Millionaire* Interactive Game

[http://www.bbc.co.uk/history/british/victorians/launch\\_gms\\_cotton\\_millionaire.shtml](http://www.bbc.co.uk/history/british/victorians/launch_gms_cotton_millionaire.shtml)

Marxian Theory Video Clip [http://teachertube.com/viewVideo.php?video\\_id=61999&title=Marxian\\_Theory](http://teachertube.com/viewVideo.php?video_id=61999&title=Marxian_Theory)

Interactive site on Women's rights [http://www.bbc.co.uk/history/interactive/games/victorian\\_women/index.shtml](http://www.bbc.co.uk/history/interactive/games/victorian_women/index.shtml)

*Pride and Prejudice* Video clip <http://movieclips.com/c8JBa-pride-and-prejudice-movie-offending-lady-catherine/>

**Modifications:**

**Special Education Students**

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

**English Language Learners**

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions

**At-Risk Students**

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

**Gifted and Talented Students**

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement



- Accept participation at any level, even one word

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Philosophy in the Age of Reason	Compare the ideas of Enlightenment thinkers and determine their impact on the world today.	5
Enlightenment Ideas Spread	Describe how Enlightenment ideas spread and affected the arts and literature.	2
Enlightenment ideas affect the American Revolution	Analyze how the <i>Declaration of Independence</i> and new Constitution reflected the ideas of the Enlightenment.	2
France on the Eve of Revolution	Explain the causes of discontent in France on the eve of revolution.	2
The Moderate Phase of the French Revolution	Explain the impact of the revolution on the power of the monarch and individual rights.	2
The Radical Days of the French Revolution	Explain how and why the revolution took a violent turn.	3
The Age of Napoleon	Analyze how Napoleon came to power and what led to his downfall.	4
An Age of Opposing Ideologies	Understand the opposing ideologies and how their differences led to uprisings and revolts.	1
Revolutions Across Europe	Evaluate the causes and degrees of success of revolutions.	3



<b>Revolutions in Latin America</b>	Explain the causes of discontent and independence movements in Latin America. Summarize the revolts in Haiti, Mexico, and Central America.	3
<b>The Industrial Revolution Begins</b>	Explain the significance of new technologies during the Industrial Revolution. Explain why Britain was the starting point for the Industrial Revolution.	3
<b>Social Impact of the Industrial Revolution</b>	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.	2
<b>New Ways of Thinking</b>	Summarize how economic thinking changed during the Enlightenment and contrast the approaches of capitalists, utilitarians, and socialists to solving economic problems.	2
<b>PBL: Life in the Industrial Age</b>	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.	10

**Teacher Notes:**

PBL product can change: advertising campaign, legislation, etc.

PBL provides an opportunity to illustrate through multiple media.

Develop self-assessment and reflection through the use of rubrics and checklists.

**Additional Resources**

Click links below to access additional resources used to design this unit:

Universal Design for Learning Guidelines: <http://www.udlcenter.org/implementation/examples>

Career Ready Practices: <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

<b>Content Area:</b> History: World History	
<b>Unit Title:</b> A New Global Age: 1800-1914	
<b>Grade Level:</b> 9	
<b>Unit Summary:</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 19 <sup>th</sup> 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 the policies created for both the Europeans and the indigenous peoples.	
<b>Interdisciplinary Connections:</b> Students will analyze examples of art and literature from the unit's time period and explain how they reflect the significance of the major themes in the unit of study.	
<b>21<sup>st</sup> Century Themes and Skills:</b> Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication Literacy, Communication and Collaboration, Life and Career Skills, Information Literacy	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
6.2.12.A.3.g	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.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
6.2.12.C.3.e	Assess the impact of imperialism on economic development in Africa and Asia.
6.2.12.C.3.f	Determine the extent to which Latin American political independence also brought about economic independence in the region
6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
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 20 <sup>th</sup> 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.A.3.d	Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
6.2.12.A.3.c	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
NJLSA.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.
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<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> <li>● How did western industrial powers gain global power and how did political and economic imperialism influence nations around the world?</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> <li>● Feelings of nationalism still resonate today.</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Describe the events that led to the unifications of Germany and Italy.</li> <li>● Analyze the system of government in Germany and the social reforms implemented by Bismarck.</li> <li>● Examine how the growth of nationalism and other problems affected old empires in Europe, with specific attention to Austria, Russia, and the Ottoman Empires.</li> <li>● Understand the tensions between Muslim Turkish nationalists and Christian Armenians that resulted in genocide.</li> <li>● Examine how political reform in Britain expanded suffrage and made the British Parliament more democratic.</li> <li>● Identify the social and economic reforms benefitting British workers and others.</li> <li>● Analyze the challenges faced by the Third Republic in France and the government’s attempt at reform.</li> <li>● Identify the political, economic, and social motives for imperialism.</li> <li>● Explore the scramble for the colonization of Africa, Asia, and Latin America.</li> <li>● Compare the costs and benefits of imperialism for all involved.</li> <li>● Understand how imperialist nations extended their control over indigenous peoples despite opposition.</li> </ul> <p><i>In accordance with the New Jersey Career Ready Practices students will...</i></p> <ul style="list-style-type: none"> <li>● Act as a responsible and contributing citizen. (CRP 1)</li> <li>● Apply appropriate academic and technical skills. (CRP 2)</li> <li>● Communicate clearly and effectively and with reason. (CRP4)</li> <li>● Consider the environmental, social and economic impacts of decisions. (CRP5)</li> <li>● Demonstrate creativity and innovation. (CRP6)</li> <li>● Employ valid and reliable research strategies. (CRP 7)</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them. (CRP 8)</li> <li>● Model integrity, ethical leadership and effective management. (CRP 9)</li> <li>● Plan education and career paths aligned to personal goals. (CRP10)</li> <li>● Use technology to enhance productivity. (CRP11)</li> <li>● Work productively in teams while using cultural global competence. (CRP 12)</li> </ul>	



**Formative Assessments:**

- Quizzes
- Homework
- Class work
- Other written assignments
- Exit tickets
- Political Cartoons

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

Tests  
 Problem Based Learning Project: Nationalism

**Resources/Materials (copy hyperlinks for digital resources):**

Textbook  
 Berlin Conference political cartoon  
<https://nj.pbslearningmedia.org/resource/6031c3a2-ada9-42b4-8045-52006e2a2b07/the-berlin-conference-of-1884-1885/#.W2oAydIzrrc>  
 National Archives Britain [www.nationalarchives.gov.uk/education/](http://www.nationalarchives.gov.uk/education/)

**Modifications:**

**Special Education Students**

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

**At-Risk Students**

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

**English Language Learners**

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

**Gifted and Talented Students**

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Building a German Nation	Identify the events that led to the unifications of Germany and Italy	2
Strengthening Germany	Analyze the system of government of the second reich and the social reforms implemented by Bismarck.	2

Unification of Italy	Evaluate the events leading to the unification of Italy and the obstacles to progress.	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.	2
Russia: Reform and Reaction	Evaluate the leadership of Russian czars leading to both reform and repression.	3
Nationalism PBL	Synthesize knowledge of nationalism by creating a speech, editorial, or friendly letter.	2
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.	2
Division and Democracy in France	Analyze the challenges faced by the Third Republic in France and the government's attempt at reform.	2
Imperialism	Identify the political, economic, and social motives for imperialism.	2
The Scramble for Africa	Create a map illustrating the problems resulting from the division of Africa by the Europeans.	2
British Imperialism in India	Evaluate the economic and political impact of British control of India.	2

<b>Imperialism in Asia</b>	<b>Evaluate the response of individuals to European involvement and control of Asia.</b>	3
<b>Economic Imperialism in Latin America</b>	<b>Evaluate the system of economic dependence resulting from European involvement in Latin America.</b>	1
<b>Impact of Imperialism</b>	<b>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.</b>	1

**Teacher Notes:**

SGO assessments should be completed.

Highlight patterns, critical features, big ideas and relationships.

Maximize transfer and generalization in nationalism PBL.

**Additional Resources**

Click links below to access additional resources used to design this unit:

Universal Design for Learning Guidelines: <http://www.udlcenter.org/implementation/examples>

Career Ready Practices: <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Identifying Cause and Effect in the News [www.nytimes.com/learning](http://www.nytimes.com/learning)



<b>Content Area:</b> History: World History	
<b>Unit Title:</b> World Wars and Revolutions: 1910-1955	
<b>Grade Level:</b> 9	
<p><b>Unit Summary:</b> Unit 4 examines the era from World War I through World War II and into the Cold War, including the Russian Revolution and nationalist 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 war on the home front. The unit explores the rise of fascism and communism in the years leading up to World War II.</p>	
<p><b>Interdisciplinary Connections:</b> Students will analyze examples of art and literature from the unit's time period and explain how they reflect the significance of the major themes in the unit of study.</p>	
<p><b>21<sup>st</sup> Century Themes and Skills:</b> Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication Literacy, Communication and Collaboration, Life and Career Skills, Information Literacy</p>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
6.2.12.A.4.a	Explain the rise of fascism and spread of communism in Europe and Asia.
6.2.12.A.4.b	Compare the rise of nationalism in China, Turkey, and India.
6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma(gypsies), and Jews as well as mass exterminations of Ukrainians and Chinese.
6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
6.2.12.C.4.a	Analyze the 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.C.4.b	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.C.4.c	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.D.4.a	Analyze the extent to which nationalism, industrialism, territory disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
6.2.12.D.4.c	Assess the cause of revolution in the 20 <sup>th</sup> century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
6.2.12.D.4.d	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.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.



6.2.12.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
6.2.12.D.4.g	Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”.
6.2..12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self- rule or sovereignty in Africa and Asia.
6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
6.2.12.D.4.k	Analyze how the arts represent the changing values and ideals of society.
6.2.12.D.4.l	Assess the cultural impact of World War I, the Great Depression, and World War II.
6.2.12.A.5.a	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, and periodic military clashes.
6.2.12.D.5.b	Assess the impact of Gandhi’s method of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
6.2.12.B.5.b	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.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
NJLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How did conflicting national interests set up the world for conflict?</li> <li>● What were the peace terms and why were they unsuccessful?</li> <li>● How did World War I affect major world events?</li> <li>● What political and economic challenges did the Western world face in the 1920s and 1930s, and how did various countries react to these challenges?</li> <li>● What led to the rise of totalitarian dictatorships and what was life like under their rule?</li> <li>● How did aggressive world powers emerge, and what did it take to defeat them during World War II?</li> <li>● How did new conflicts develop among former allies after World War II?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● World War I and World War II still impact the world today.</li> <li>● Conflicting national interests still cause world conflict.</li> <li>● A struggle against dictators still exists today.</li> <li>● Ethnic, racial, and religious hatreds impact society.</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Comprehend how nationalism and the formation of alliances pushed Europe toward war.</li> <li>● Describe how technology made World War I different from earlier wars.</li> </ul>	



- 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.
- Analyze how two revolutions and a civil war brought about communist control of Russia.
- Identify the causes and effects of the Mexican Revolution.
- Analyze the effects of economic, political, and cultural nationalism in Latin America.
- Analyze how nationalism grew in Africa and the resistance to colonial rule.
- Analyze India's independence movement by explaining the causes and examining Gandhi's influence.
- Explain how China coped with internal division and foreign invasion.
- Analyze Japan's movement from liberalism to militarism.
- Describe the literary and artistic trends of the 1920s.
- Compare the postwar domestic, economic and foreign policy situations of the Western Democracies.
- Analyze the values and goals of Fascist Italy by comparing and contrasting fascism and communism.
- Comprehend the political, social, economic, and cultural policies of Nazi Germany.
- Analyze the threat to world peace posed by dictators in the 1930s and how the Western Democracies responded.
- 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.
- Evaluate how the breakup of wartime alliances led to new conflicts during the Cold War.

*In accordance with the New Jersey Career Ready Practices students will...*

- Act as a responsible and contributing citizen. (CRP 1)
- Apply appropriate academic and technical skills. (CRP 2)
- Communicate clearly and effectively and with reason. (CRP4)
- Consider the environmental, social and economic impacts of decisions. (CRP5)
- Demonstrate creativity and innovation. (CRP6)
- Employ valid and reliable research strategies. (CRP 7)
- Utilize critical thinking to make sense of problems and persevere in solving them. (CRP 8)
- Model integrity, ethical leadership and effective management. (CRP 9)
- Plan education and career paths aligned to personal goals. (CRP10)
- Use technology to enhance productivity. (CRP11)
- Work productively in teams while using cultural global competence. (CRP 12)

#### **Formative Assessments:**

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

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

Tests

Essay: Totalitarian Dictatorships

Problem Based Learning Project: World War I

**Resources/Materials** (copy hyperlinks for digital resources):

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/)

Vladimir Lenin biography <http://www.biography.com/people/vladimir-lenin-9379007>

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

Historical Fiction: Breaking Stalin's Nose <http://www.eugenevelchinbooks.com/breakingstalinsnose/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>

**Modifications:**

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Causes of WWI	Comprehend how nationalism and the formation of alliances pushed Europe toward war.	1
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.	8



	Explain why many people were unhappy with the Treaty of Versailles and other peace settlements.	
Revolution in Russia	Analyze how two revolutions and a civil war brought about communist control of Russia.	3
Life in a Totalitarian State	Examine how totalitarian dictators controlled every aspect of their citizens' lives.	2
Nationalism and Revolution around the World	Identify the causes and effects of the Mexican Revolution. 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.	7
Postwar Social Changes: Modern Literature, Art, Architecture, and Scientific Thought	Describe the literary and artistic trends of the 1920s and how they reflected a change in attitudes and values.	2
Western Democracies Stumble	Compare the postwar domestic, economic and foreign policy situations of the Western Democracies.	1
Fascist Italy	Analyze the values and goals of Fascist Italy by comparing and contrasting fascism and communism.	2

Hitler and the Rise of Nazi Germany	Comprehend the political, social, economic, and cultural policies of Nazi Germany.	2
Dictatorship s Challenge World Peace	Analyze the threat to world peace posed by dictators in the 1930s and how the Western Democracies responded.	3
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.	7
The Cold War	Evaluate how the breakup of wartime alliances led to new conflicts during the Cold War.	2

**Teacher Notes:**

WWI PBL scrapbook

WWII PBL footlocker

Offer ways to customize the display of information in the scrapbook.

Use multiple tools for construction and composition in footlocker.

Offer radio broadcast and written speech for British declaration of war.

**Additional Resources**

Click links below to access additional resources used to design this unit:

Universal Design for Learning Guidelines: <http://www.udlcenter.org/implementation/examples>

Career Ready Practices: <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>



<b>Content Area:</b> History: World History	
<b>Unit Title:</b> The World Since 1945	
<b>Grade Level:</b> 9	
<b>Unit Summary:</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>Interdisciplinary Connections:</b> Students will analyze examples of art and literature from the unit's time period and explain how they reflect the significance of the major themes in the unit of study.	
<b>21<sup>st</sup> Century Themes and Skills:</b> Creativity and Innovation, Media Literacy, Critical Thinking and Problem Solving, Communication Literacy, Communication and Collaboration, Life and Career Skills, Information Literacy	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
6.2.12.A.5.c	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.A.5.d	Analyze the consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy
6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
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.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various 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.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.	
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.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.	
6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.	
6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.	
6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.	
6.2.12.C.6.d	Determine how the availability of scientific, technological and medical advances impacts the quality of life in different countries.	
6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.	
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
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 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> <li>• What challenges have nations of the developing world faced, and what steps have they taken to meet those challenges?</li> </ul>		<p><b>Unit Enduring Understandings:</b></p> <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> <li>• Conflicts divide nations and impede world peace.</li> <li>• America is part of a global culture.</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Evaluate the causes and effects of the end of the Cold War.</li> <li>• Examine social, political, and economic trends in the world since the end of the Cold War.</li> <li>• Analyze the ways in which countries around the world are interdependent and the costs and benefits of global trade.</li> <li>• Understand the role of treaties and organizations in global trade.</li> <li>• Compare and contrast the global north and south and explain the causes of global poverty, disasters, and disease.</li> <li>• Analyze whether the basic human rights of people around the world are being upheld.</li> <li>• Evaluate the role of terrorist groups and modern weapons as a threat to global security.</li> <li>• Assess the impact of science and technology on the world today.</li> <li>• Analyze how nationalist demands for independence affected the world.</li> <li>• Describe the challenges faced by newly independent nations.</li> <li>• Explain the complex causes of ethnic and religious conflicts.</li> </ul> <p><i>In accordance with the New Jersey Career Ready Practices students will...</i></p> <ul style="list-style-type: none"> <li>• Act as a responsible and contributing citizen. (CRP 1)</li> <li>• Apply appropriate academic and technical skills. (CRP 2)</li> <li>• Communicate clearly and effectively and with reason. (CRP4)</li> <li>• Consider the environmental, social and economic impacts of decisions. (CRP5)</li> <li>• Demonstrate creativity and innovation. (CRP6)</li> <li>• Employ valid and reliable research strategies. (CRP 7)</li> <li>• Utilize critical thinking to make sense of problems and persevere in solving them. (CRP 8)</li> </ul>		



- Model integrity, ethical leadership and effective management. (CRP 9)
- Plan education and career paths aligned to personal goals. (CRP10)
- Use technology to enhance productivity. (CRP11)
- Work productively in teams while using cultural global competence. (CRP 12)

**Formative Assessments:**

- Quizzes
- Homework
- Class work
- Other written assignments
- Oral presentations
- Quick writes

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

Tests

Problem Based Learning Project: The World Since 1945

**Resources/Materials** (copy hyperlinks for digital resources):

International Monetary Fund [www.imf.org](http://www.imf.org)

OPEC [www.opec.org](http://www.opec.org)

**Modifications:**

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (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 supowers as well as the world.	2
Issues in the World Today	Determine the social, political, and economic	10

	challenges and progress since the Cold War ended.	
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.	10

**Teacher Notes:**

Build fluencies with gradual levels of support for practice and performance on PBL. Provide rubric and scaffold research. Create checklists and team project plans on PBL to support planning and strategy development.

**Additional Resources**

Click links below to access additional resources used to design this unit:

Universal Design for Learning Guidelines: <http://www.udlcenter.org/implementation/examples>

Career Ready Practices: <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Use MPHS Media Center databases for research. Passwords are on Google Classroom

[http://mphs.mpsnj.org/m\\_p\\_h\\_s\\_media\\_center/all\\_databases/](http://mphs.mpsnj.org/m_p_h_s_media_center/all_databases/)