

CITY OF BURLINGTON PUBLIC SCHOOL DISTRICT CURRICULUM

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Submitted by: Dawn Lambert

World History Honors

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COURSE OVERVIEW

In grades 9-12, students continue to study history and global studies. The high school world history course will address six historical eras from global encounters in 1350 ce to the study contemporary issues. Four strands of study within each of those eras include A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives. Students will consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills.

The Burlington City High School Social Studies department has adopted and implemented the Common Core State Standards for Literacy in Social Studies in conjunction with the New Jersey Core Curriculum Content Standards. The curriculum guide has been developed to not only help students achieve both the New Jersey Core Curriculum Content Standards for Social Studies and the Common Core Standards for Literacy, but to ensure that students will be prepared for college and career opportunities following high school graduation. In addition to the content units, the curriculum will be designed around five skill-based critical areas:

Critical Area 1: Reading: Key Ideas and Details

Critical Area 2: Reading: Craft and Structure

Critical Area 3: Reading: Integration of Knowledge and Ideas

Critical Area 4: Reading: Range of Reading and Complexity

Primary Resource(s)

Textbook

Title: Human Legacy (Modern World)

Publisher: Holt

Copyright:

Standards Overview

College and Career Readiness Anchor Standards for Literacy in Social Studies/History

The grades 9-10 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

10. Read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing.

Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

NJ Core Content Standards for Social Studies

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

1. The Emergence of the First Global Age: Global Interactions and Colonialism

The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

A. Civics, Government, and Human Rights

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

B. Geography, People, and the Environment

6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

C. Economics, Innovation, and Technology

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

6.2.12.C.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.

6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

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

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

D. History, Culture, and Perspectives

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.

2. Renaissance, Reformation, Scientific Revolution, and Enlightenment

Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

A. Civics, Government, and Human Rights

- 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.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).

B. Geography, People, and the Environment

- 6.2.12.B.2.a Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.
- 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.

C. Economics, Innovation, and Technology

- 6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.

D. History, Culture, and Perspectives

- 6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.
- 6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.
- 6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
- 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact

Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.

The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.

Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

A. Civics, Government, and Human Rights

- 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.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.

B. Geography, People, and the Environment

- 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.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.

C. Economics, Innovation, and Technology

- 6.2.12.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
- 6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
- 6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
- 6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
- 6.2.12.C.3.e 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.

D. History, Culture, and Perspectives

- 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.
- 6.2.12.D.3.c Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
- 6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
- 6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

4. A Half-Century of Crisis and Achievement: The Era of the Great Wars

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.

The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.

World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.

Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

A. Civics, Government, and Human Rights

- 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 the mass exterminations of Ukrainians and Chinese.
- 6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.

B. Geography, People, and the Environment

- 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.

C. Economics, Innovation, and Technology

- 6.2.12.C.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.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.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

D. History, Culture, and Perspectives

- 6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, 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 nations.
- 6.2.12.D.4.c Assess the causes of revolution in the 20th 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.

5. The 20th Century Since 1945: Challenges for the Modern World

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights.

International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

A. Civics, Government, and Human Rights

- 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.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 causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and 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.

B. Geography, People, and the Environment

- 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.B.5.c Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
- 6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
- 6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.

C. Economics, Innovation, and Technology

- 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.c Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
- 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.

D. History, Culture, and Perspectives

- 6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
- 6.2.12.D.5.b Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
- 6.2.12.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. Contemporary Issues

Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

A. Civics, Government, and Human Rights

- 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.

B. Geography, People, and the Environment

- 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.

C. Economics, Innovation, and Technology

- 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.

D. History, Culture, and Perspectives

- 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.

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	K-4	5-8	9-12
Chronological Thinking	<ul style="list-style-type: none"> Place key historical events and people in historical eras using timelines. 	<ul style="list-style-type: none"> Construct timelines of the events occurring during major eras. 	<ul style="list-style-type: none"> Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
	<ul style="list-style-type: none"> Explain how the present is connected to the past. 	<ul style="list-style-type: none"> Explain how major events are related to one another in time. 	<ul style="list-style-type: none"> Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
Spatial Thinking	<ul style="list-style-type: none"> Determine locations of places and interpret information available on maps and globes. 	<ul style="list-style-type: none"> Select and use various geographic representations to compare information about people, places, regions, and environments. 	<ul style="list-style-type: none"> Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
	<ul style="list-style-type: none"> Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. 	<ul style="list-style-type: none"> Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. 	<ul style="list-style-type: none"> Relate current events to the physical and human characteristics of places and regions.
Critical Thinking	<ul style="list-style-type: none"> Distinguish fact from fiction. 	<ul style="list-style-type: none"> Compare and contrast differing interpretations of current and historical events. 	<ul style="list-style-type: none"> Distinguish valid arguments from false arguments when interpreting current and historical events.
	<ul style="list-style-type: none"> Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.). 	<ul style="list-style-type: none"> Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. 	<ul style="list-style-type: none"> Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
Presentational Skills	<ul style="list-style-type: none"> Use evidence to support an idea in a written and/or oral format. 	<ul style="list-style-type: none"> Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. 	<ul style="list-style-type: none"> Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

Scope and Sequence

Unit Description	Common Core Standard(s) Domain & Standard	Suggested Timeline	Pacing (must equal 165 days for full-year or 83 days for half-year course)	Benchmarking	Suggested Interdisciplinary Activities Example for Each Subject Area
<p>The Emergence of the First Global Age: Global Interactions and Colonialism Students will be able to explain the methods of and motivations for exploration and conquest, which resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations, often at the expense of the indigenous culture, population, and environment. Students will understand colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment. Finally, they will be able to describe the impact that global interactions and colonization had on various peoples around the world.</p> <p>Students will address the following essential questions:</p> <ul style="list-style-type: none"> • What factors led various countries to begin exploring around the world? • How did various colonial empires in the New World vary? • How did the Age of Exploration result in the exchange of plants, animals, and ideas in both the New and Old Worlds? • How did various countries build powerful empires across the globe? 	<p>NJCCCS: 6.2.12.A.1.a 6.2.12.B.1.a, 6.2.12.B.1.b 6.2.12.C.1.a, 6.2.12.C.1.b, 6.2.12.C.1.c, 6.2.12.C.1.d 6.2.12.C.1.e 6.2.12.D.1.a, 6.2.12.D.1.b, 6.2.12.D.1.c, 6.2.12.D.1.d, 6.2.12.D.1.e, 6.2.12.D.1.f</p> <p>Common Core RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.6 RH.9-10.7 RH.9-10.8 RH.9-10.9 RH.9-10.10 WHST.9-10.1 WHST.9-10.2</p>	<p>September through October</p>	<p>26 Lessons</p>	<p>Summative Assessments Throughout Unit</p> <p>Portfolio Assessment Through interactive Notebook</p> <p>SGO Pre-Assessment</p>	<p>Career Education- Assume the role of the ruler of a country getting ready to send explorers on expeditions. Write a job description to help recruit explorers that involves salary, compensations, and risks of the profession.</p> <p>Health/PE- Research and discuss the spread of disease that resulted from the clash of cultures between indigenous people of the Americas and the Europeans.</p> <p>English Language Arts & Literacy- Examine five primary and secondary source excerpts to analyze and complete a mini DBQ. Students will use the sources to write an essay evaluating the positive and negative effects of the exchange between Europe and the New World.</p> <p>Math- Research and compare the voyages of both Christopher Columbus and Zheng. They will collect data and create bar graphs displaying their research. Students will then discuss which explorer they believe was more successful and why.</p> <p>Science- Examine the transfer of plants, animals, and various goods between New and Old Worlds as a result of the Columbian Exchange and the resulting impact on various ecosystems.</p> <p>Technical Subjects- Use computer analysis through spreadsheets and data collection programs to examine the trade system between various countries and determine relative fairness of colonial trading.</p> <p>World Languages- Examine the cultural, linguistic, and social conflicts that occurred in various areas as a result of the expansion of empires around the world.</p>
<p>Culminating Activity for Unit 1: Students will select a major event or theme from this unit of study and create a children’s book explaining the event or theme. Books should include illustrations, maps, etc. and should be written on a fifth grade reading level. When all books are completed, there will be a peer review day in class, where students can read and critique each others’ work. Students and teacher will choose the top three children’s books submitted and the authors of those books will read them to students at the Wilbur Watts Intermediate School.</p>					

Unit Description	Common Core Standard(s) Domain & Standard	Suggested Timeline	Pacing (must equal 165 days for full-year or 83 days for half-year course)	Benchmarking	Suggested Interdisciplinary Activities Example for Each Subject Area
<p>Renaissance, Reformation, Scientific Revolution, and Enlightenment Students will be able to identify and explain how the ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact. Students will determine how the principle ideas of the Enlightenment altered political thought in Europe, and trace the impact of these ideas over time. Students will analyze the technological advancements of the Scientific Revolution. In addition, students will determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe.</p> <p>Students will address the following essential questions:</p> <ul style="list-style-type: none"> • What factors led to the beginning of the Renaissance? How did the Renaissance impact societies in Europe? • What were the effects of the Reformation on England and the world? • How did scientific ideas move beyond the realm of science and affect society? • What impact did the enlightenment have on government? How did these new views change society? 	<p>NJCCCS: 6.2.12.A.2.a, 6.2.12.A.2.b, 6.2.12.A.2.c, 6.2.12.B.2.a, 6.2.12.B.2.b, 6.2.12.c.2.a, 6.2.12.D.2.a, 6.2.12.D.2.b, 6.2.12.D.2.c, 6.2.12.D.2.d, 6.2.12.D.2.e</p> <p>Common Core RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.6 RH.9-10.7 RH.9-10.8 RH.9-10.9 RH.9-10.10 WHST.9-10.1 WHST.9-10.2</p>	<p>October through December</p>	<p>27 lessons</p>	<p>Summative Assessments Throughout Unit</p> <p>Portfolio Assessment Through interactive Notebook</p> <p>1st Benchmark administered at the conclusion of Unit 2.</p> <p>20 Multiple Choice (5 each- general knowledge, cause & effect, primary documents, reading comprehension) & 1 Open Ended</p>	<p>Career Education- Research various skills and trades that were developed during the Renaissance. Use the information gathered to create help wanted page for artist, architects, scholars, and philosophers of the time.</p> <p>Health/PE- Research the various sports that were played during the Renaissance. Compare and discuss how the games have changed and evolved over time.</p> <p>English Language Arts & Literacy- Research & write an expository piece answering the following: Explain how the new ways of thinking that arose out of the Scientific Revolution led to Enlightenment. Provide support your explanation.</p> <p>Math- Using copies of Leonardo Da Vinci Vitruvian Man, measure and collect data to prove or disprove Da Vinci's hypothesis.</p> <p>Science- Research and take on the role of a scientist from the Scientific Revolution. Set up and participate in a scientific conference where "scientist" will share their discoveries with each other.</p> <p>Technical Subjects (Fine Arts) Research a select an artist from the Renaissance. Select several pieces of art and set up a display for the artist along with a ribbon cutting speech that describes the artist's work and why it was important.</p> <p>World Languages- Explore the "constitutions" that govern cultures studied in World language/culture classes. What liberties and rights are central to all? Which are different? To what cultural individualities might you attest the differences?</p>
<p>Culminating Activity for Unit 2: Students will create a visual summary poster of the main ideas and supporting details of the unit. Posters must include political, economic, social, cultural, and religious changes that came about through various revolutions. Teacher will prepare a rubric to explain what students should incorporate in the poster.</p>					

Scope and Sequence

Unit Description	Common Core Standard(s) Domain & Standard	Suggested Timeline	Pacing (must equal 165 days for full-year or 83 days for half-year course)	Benchmarking	Suggested Interdisciplinary Activities Example for Each Subject Area
<p>Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact</p> <p>Students will be able to identify what prevailing economic, political, and social conditions were the impetus for change, which resulted in revolution or reform. Students will be able to examine and explain how the Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. In addition, students will be able to identify and describe how industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.</p> <p>Students will address the following essential questions:</p> <ul style="list-style-type: none"> • How and why did various ideals of liberty, popular sovereignty, natural rights, democracy, and nationalism become driving forces for reforms and revolutions? • In what ways did the Industrial Revolution impact population growth, new migration patterns, urbanization, and the environment? • What factors contributed imperialism and empire building by various countries around the world? 	<p>NJCCCS: 6.2.12.A.3.a, 6.2.12.A.3.b, 6.2.12.A.3.c, 6.2.12.A.3.d, 6.2.12.A.3.e, 6.2.12.A.3.f, 6.2.12.A.3.g, 6.2.12.B.3.a, 6.2.12.B.3.b, 6.2.12.B.3.c, 6.2.12.C.3.a, 6.2.12.C.3.b, 6.2.12.C.3.c, 6.2.12.C.3.d, 6.2.12.C.3.f, 6.2.12.D.3.a, 6.2.12.D.3.b, 6.2.12.D.3.c, 6.2.12.D.3.d, 6.2.12.D.3.e</p> <p>Common Core RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.6 RH.9-10.7 RH.9-10.8 RH.9-10.9 RH.9-10.10 WHST.9-10.1 WHST.9-10.2</p>	<p>December-February</p>	<p>30 Lessons</p>	<p>Summative Assessments Throughout Unit</p> <p>Portfolio Assessment Through interactive Notebook</p> <p>2nd Benchmark administered at the conclusion of Unit 4.</p> <p>20 Multiple Choice (5 each- general knowledge, cause & effect, primary documents, reading comprehension) & 1 Open Ended</p>	<p>Career Education- Examine labor practices during the Industrial Revolution and compare them to labor laws today. Write a letter to the editor of a newspaper exposing poor labor practices during the Industrial Revolution.</p> <p>Health/PE- Using Legos, have students take part in an assembly line activity that simulates conditions and labor practices during the Industrial Revolution. Discuss various health concerns related to poor working conditions.</p> <p>English Language Arts & Literacy- Read a selected section of Charles Dickens <i>A Tale of Two Cities</i>. Using their previous knowledge of the French Revolution they will respond in an essay on how the quote “It was the best of times, it was the worst of times,” relates to the French Revolution.</p> <p>Math- Research and graph the cost of various revolutions around the world. Discuss the cost of revolution and whether the cost was worth the reward.</p> <p>Science- Research the impact of the building of the Suez and Panama Canals on the environment.</p> <p>Technical Subjects- Using a data base program, create a directory of what countries held colonies around the world. Directories can be used to compare data and discuss the impact of imperialism around the world.</p> <p>World Languages- Select countries that have been controlled by an imperial power. Research and discuss the economic, political, social, and cultural impact that the ruling country had on the colony.</p>
<p>Culminating Activity for Unit 3: Students will construct their own document-based question (DBQ) based on the information, people, events, etc. from this unit. All DBQ’s must contain at least five sources and at least two of these sources should be a political cartoon, graph, chart, or visual aid. The teacher will select the best DBQ as the culminating assessment for this unit. The student who created this DBQ will receive an automatic 100%. All other students will complete the DBQ during one 42-minute class period.</p>					

Scope and Sequence

Unit Description	Common Core Standard(s) Domain & Standard	Suggested Timeline	Pacing (must equal 165 days for full-year or 83 days for half-year course)	Benchmarking	Suggested Interdisciplinary Activities Example for Each Subject Area
<p>A Half-Century of Crisis and Achievement: The Era of the Great Wars Students will be able to identify how nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and ultimately led to World War I. Students will be able to explain how the failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations resulted in World War II. In addition, students will be able to examine and discuss how World War I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. Students will be able to identify how World War I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Lastly, students will be able to evaluate how economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.</p> <p>Students will address the following essential questions:</p> <ul style="list-style-type: none"> • What factors contributed to the outbreak of World War I? • How did harsh reparations and global depression contribute to the rise of dictators after World War I? • What factors led to ethnic cleansing and genocide in various places around the globe? • What were the short and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars? 	<p>NJCCCS: 6.2.12.A.4.a, 6.2.12.A.4.b, 6.2.12.A.4.c, 6.2.12.A.4.d, 6.2.12.B.4.a, 6.2.12.B.4.b, 6.2.12.B.4.c, 6.2.12.B.4.d, 6.2.12.C.4.a, 6.2.12.C.4.b, 6.2.12.C.4.c, 6.2.12.C.4.d, 6.2.12.D.4.a, 6.2.12.D.4.b, 6.2.12.D.4.c, 6.2.12.D.4.d, 6.2.12.D.4.e, 6.2.12.D.4.f, 6.2.12.D.4.g, 6.2.12.D.4.h, 6.2.12.D.4.i, 6.2.12.D.4.j, 6.2.12.D.4.k</p> <p>Common Core RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.6 RH.9-10.7 RH.9-10.8 RH.9-10.9 RH.9-10.10 WHST.9-10.1 WHST.9-10.2</p>	<p>February-March</p>	<p>30 Lessons</p>	<p>Summative Assessments Throughout Unit</p> <p>Portfolio Assessment Through interactive Notebook</p> <p>3rd Benchmark administered at the conclusion of Unit 4.</p> <p>20 Multiple Choice (5 each- general knowledge, cause & effect, primary documents, reading comprehension) & 1 Open Ended</p>	<p>Career Education- Identify the restrictions placed on Germany as a result of the Treaty of Versailles. Write a letter as a German worker after the war to the local newspaper highlighting the struggles of the working class as a result of the treaty.</p> <p>Health/PE- Have students take part in a trench warfare simulation where they are exposed to the conditions of this new type of warfare. Discuss the conditions and hazards that soldiers faced during World War I.</p> <p>English Language Arts & Literacy- Read first hand accounts from various genocides and ethnic cleansings (holocaust Armenian genocide, etc.) Write a newspaper article chronicling the struggles faced in the accounts to bring global awareness to the injustice.</p> <p>Math- Compare prices between 1942 and today by using a percentage formula and then determine the relevant buying power of the dollar over time.</p> <p>Science- Using primary sources and artifacts, explore the causes of World War I through a CSI investigation. Investigate the evidence to create a hypothesis as to what happened and research the hypothesis to confirm its accuracy.</p> <p>Technical Subjects- (Fine Arts) Explore the various artwork that was created in the ghettos and camps during WWII. Discuss why the art was created and what it says about the struggles faced during the Holocaust.</p> <p>World Languages- Examine the use of codes as a valid form of communication during WWII and research and determine how codes were broken. Participate in a code breaking activity.</p>
<p>Culminating Activity for Unit 4: Students will work in groups of four to design and create a trading card series depicting 40 important battles, events, and people explored in the unit. The front of each trading card should include a picture or illustration. The back should include statistics or information describing that picture. Groups will also be responsible for writing a reflection essay explaining why they chose these 40 concepts from the World War I and II. Upon completion, groups will analyze and critique each others' trading card sets.</p>					

Scope and Sequence

Unit Description	Common Core Standard(s) Domain & Standard	Suggested Timeline	Pacing (must equal 165 days for full-year or 83 days for half-year course)	Benchmarking	Suggested Interdisciplinary Activities Example for Each Subject Area
<p>The 20th Century Since 1945: Challenges for the Modern World Students will be able to identify and determine how decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. Students will be able to compare contrasting ideologies and competing core values that led to conflicts and competition by world powers. In addition, students will be able to examine and describe how international migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources</p> <p>Students will address the following essential questions:</p> <ul style="list-style-type: none"> • How did peace after World War II create problems between the allies? • How did the Cold War contribute to conflict around the world? • How were methods of civil disobedience and passive resistance used to create social change? • What progress and setbacks have been made in protecting human and civil rights around the world since the 1948 U.N. Declaration of Human Rights? • What events led to the end of the Cold War? 	<p>NJCCCS: 6.2.12.A.5.a, 6.2.12.A.5.b, 6.2.12.A.5.c, 6.2.12.A.5.d, 6.2.12.A.5.e, 6.2.12.B.5.a, 6.2.12.B.5.b, 6.2.12.B.5.c, 6.2.12.B.5.d, 6.2.12.B.5.e, 6.2.12.C.5.a, 6.2.12.C.5.b, 6.2.12.C.5.c, 6.2.12.C.5.d, 6.2.12.C.5.e, 6.2.12.C.5.f, 6.2.12.C.5.g, 6.2.12.D.5.a, 6.2.12.D.5.b, 6.2.12.D.5.c, 6.2.12.D.5.d</p> <p>Common Core RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.6 RH.9-10.7 RH.9-10.8 RH.9-10.9 RH.9-10.10 WHST.9-10.1 WHST.9-10.2</p>	<p>March-May</p>	<p>30 Lessons</p>	<p>Summative Assessments Throughout Unit</p> <p>Portfolio Assessment Through interactive Notebook</p>	<p>Career Education- Examine the new career fields that have been created as a result of scientific and technological improvements in the second half of the 20th century.</p> <p>Health/PE- Explore the importance of the Olympic games during the Cold War Period. Which countries invested the most in the games and why?</p> <p>English Language Arts & Literacy- Read selected primary and secondary sources on apartheid and its impact. Write a letter to the United Nations discussing apartheid and its violation to the UN’s Declaration of Human Rights.</p> <p>Math- Investigate the positive and negative aspects of converting to the Euro (single European currency).</p> <p>Science- Review forensic data from Bosnia’s genocide, students will determine the extent of the ethnic cleansing that took place by looking at forensic science used to genetically identify the ethnicity of victims.</p> <p>Technical Subjects- Research the events that took place in Tiananmen Square. Create a podcast detailing the events and its importance. Listen to the Podcasts in class.</p> <p>World Languages- Examine the differences between East and West Germany after World War II. Create a Venn Diagram comparing the two countries. Discuss the changes in society with the tearing down of the Berlin Wall and reunification.</p>
<p>Culminating Activity for Unit 5: Students will work in groups of 4 to 6 to create Time Magazines highlighting each decade from the 1950s to the 1990s. Students will identify the major events, important people, and important cultural information from the period. They will work to complete a magazine that includes feature articles, advertisements, and cultural references unique to the decade. Students will then read each of the magazines to gain a better understanding of the “Modern World.”</p>					

Scope and Sequence

Unit Description	Common Core Standard(s) Domain & Standard	Suggested Timeline	Pacing (must equal 165 days for full-year or 83 days for half-year course)	Benchmarking	Suggested Interdisciplinary Activities Example for Each Subject Area
<p>Contemporary Issues Students will be able to identify technological innovations that have impacted the quality of life around the world. Students will examine how economic interdependence has impacted the global economy. In addition, students will be able to identify how changes in population growth, migratory patterns, and the development, distribution, and use of natural resources have offered challenges and opportunities that transcend regional and national borders. Finally, students will analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>Students will address the following essential questions:</p> <ul style="list-style-type: none"> • How have scientific, technological, and medical advances impacted the quality of life in different countries? • Why have terrorist movements flourished and how have governments responded and worked to prevent them? • What global challenges do people around the world face? 	<p>NJCCCS: 6.2.12.A.6.a, 6.2.12.A.6.b, 6.2.12.A.6.c, 6.2.12.A.6.d, 6.2.12.B.6.a, 6.2.12.C.6.a, 6.2.12.C.6.b, 6.2.12.C.6.c, 6.2.12.C.6.d, 6.2.12.D.6.a</p> <p>Common Core RH.9-10.1 RH.9-10.2 RH.9-10.3 RH.9-10.4 RH.9-10.5 RH.9-10.6 RH.9-10.7 RH.9-10.8 RH.9-10.9 RH.9-10.10 WHST.9-10.1 WHST.9-10.2</p>	<p>May-June</p>	<p>22 Lessons</p>	<p>Summative Assessments Throughout Unit</p> <p>Portfolio Assessment Through interactive Notebook</p> <p>Final Benchmark administered at the conclusion of Unit 6</p> <p>20 Multiple Choice (5 each- general knowledge, cause & effect, primary documents, reading comprehension) & 1 Open Ended</p>	<p>Career Education- Set up a job fair that exposes students to new jobs available in the 21st Century. Health/PE- Learn about Gilbert Tuhabonye who used running to promote a cause. Have students select a cause and participate in a run to promote it. English Language Arts & Literacy- Research and write a persuasive essay responding to the following prompt: How should nations respond to terrorism? Is violence ever a justified response? Explain. Math- Using the CIA World Factbook, gather data on GDP of individual countries. Using a map, display the economic data on the map and discuss what areas have the highest and lowest GDP and why. Science- Explore the environmental cost of advanced technology and a consumer driven economy. Create a pamphlet informing the public of the risks of overproduction. Technical Subjects (Fine Arts) Watch portions of several benefit concerts set up to aid people devastated by disasters. Select a cause and design a benefit to raise awareness. World Languages- Examine how the global economy has connect the world through a universal language. Create a presentation showing these connections.</p>
<p>Culminating Activity for Unit 6: Students will work in groups to create Public Service Announcements that focus on global issues that impact the world. Using various media formats they will record, edit, and present their PSA’s to the class to promote global awareness. Teacher will create a rubric to explain what students should include in their PSA.</p>					

Critical Area 1: Reading Literacy in History: Key Ideas and Details

Critical Area 1: Key Ideas and Details								
Domain & Standard	Standard & Student Learning Objective (SLO)	Conceptual Understandings Supporting this Student Learning Objective	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<ul style="list-style-type: none"> Students must understand that authors include key details in informational texts, which can help a reader ask and answer questions. Students must understand that authors of informational text(s) make specific choices about the selection of sources and use of evidence. Students must realize that it is necessary to analyze the reliability of the information within a document/text. Students must realize that it is necessary to differentiate between strong and weak textual evidence. Students must be able to respond to a variety of texts by drawing conclusions and citing textual evidence to show an understanding of what they read and how it connects to their lives. 	<p>Secondary Sources Available in Textbook as well as in-class library of additional informational texts.</p> <p>In-text Excerpts of Primary Sources Available throughout text and full page Excerpts Available on pages R54-R78</p> <p>Additional Primary Sources Available online at:</p> <ul style="list-style-type: none"> http://www.nhd.org/WorldHistory/PrimarySources.htm http://www.fordham.edu/halsall/mod/modsbook.asp http://avalon.law.yale.edu http://www.wdl.org/en/ <p>Additional text resources:</p> <ul style="list-style-type: none"> <i>Primary Source Reader for World History</i> <i>Primary-Based Assessment Activities for Global History Classes</i> 	<p>Provide students with a multitude of texts and have pairs or small groups work together to classify them as primary or secondary and defend their position.</p> <p>Facilitate the use of a primary source analysis tool that guides students through a dissection of a primary or secondary document in order to determine the Author, Place & time, Prior Knowledge, Audience, Reason, The main idea, & Significance)</p> <p>Given one or more sources, ask students to work together to gather evidence that either supports or opposes a given claim. Facilitate class discussion of opinions and support.</p> <p>Using a highly biased text, such as Cortes' account of his encounter with the Aztecs, examine reliability of a document and speculate reasons behind possible bias.</p>	<ul style="list-style-type: none"> Differentiate between primary and secondary sources Recognize features that impact the reliability of a source (e.g., date, origin of information) Describe the connection between the audience and the text Describe the connection between the author's purpose and the text Identify/cite and explain information from primary sources Identify/cite and explain information from secondary sources Supply strong and thorough textual support for analysis of a text Identify/cite appropriate text support for inferences Analyze primary sources for bias, credibility, point of view, perspective, purpose, date, and origin of information Analyze secondary sources for bias, credibility, point of view, perspective, purpose, date and origin of information Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information 	<ul style="list-style-type: none"> Open- Ended Journal Writing Prompts asking students to determine point of view, reliability, and potential bias, etc. scored using a teacher-created rubric Traditional Assessment pieces asking students to categorize sources as primary or secondary and identify various components (date, origin, author, audience, etc.) 	<p>Use of SMART Board and accompanying technologies to facilitate classroom analysis of text in early stages of identifying textual evidence</p> <p>Use of Primary Sources such as those organized in Appendix A</p> <p>Use of Secondary Sources such as those organized in Appendix B</p> <p>Use of Other Multimedia sources such as those organized in Appendix C</p>	<p>Modify instructional approach and/or assignments and evaluations as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> Extended time Re-teaching worksheets and enrichment activities Native language prompts Preferential seating ELL support materials Additional graphic organizers

Critical Area 1: Key Ideas and Details

Domain & Standard	Standard & Student Learning Objective (SLO)	Conceptual Understandings Supporting this Student Learning Objective	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<ul style="list-style-type: none"> Students must understand that authors select organizational patterns and support to convey their central idea(s). Students must be able to use information from primary and secondary sources in informational text(s) to identify the central idea(s). Students must be able to develop accurate summaries that capture the central ideas of informational text and excludes personal opinions or judgments 	<p>Secondary Sources Available in Textbook as well as in-class library of additional informational texts.</p> <p>In-text Excerpts of Primary Sources Available throughout text and full page Excerpts Available on pages R54-R78</p> <p>Additional Primary Sources Available online at:</p> <ul style="list-style-type: none"> http://www.nhd.org/WorldHistory/PrimarySources.htm http://www.fordham.edu/halsall/mod/modsbook.asp http://avalon.law.yale.edu http://www.wdl.org/en/ <p>Additional text resources:</p> <ul style="list-style-type: none"> <i>Primary Source Reader for World History</i> <i>Primary-Based Assessment Activities for Global History</i> 	<p>Have students work through various skill-based station activities that break down primary and secondary sources through the following tasks:</p> <ul style="list-style-type: none"> Identify central meaning or purpose Create a graphic organizer of key points and supporting details Analyze the organizational structures as chronological, cause-effect, compare and contrast, advantage and disadvantage, problem-solution, etc. <p>After building these necessary reading skills, provide students with a graphic organizer of key points and details and ask them to determine the most effective organizational structure.</p> <p>Honors Extension: Have students write from the organizational pieces and structure chosen.</p>	<ul style="list-style-type: none"> Recognize how ideas are organized in an informational text Identify primary sources Identify secondary sources Determine the central idea of an informational text Describe or graphically represent the relationship between central ideas and details/events Explain how the central ideas are supported by key details Summarize the central ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 	<ul style="list-style-type: none"> Open- Ended Journal Writing Prompts asking students to analyze a source and determine its central idea and supporting details, and distinguish facts from opinions or judgments scored using a teacher-created rubric Traditional Assessment pieces asking students to organize supporting details and identify facts and judgments. 	<p>Use of SMART Board and accompanying technologies to facilitate classroom analysis of text in early stages of identifying textual evidence</p> <p>Use of Primary Sources such as those organized in Appendix A</p> <p>Use of Secondary Sources such as those organized in Appendix B</p> <p>Use of Other Multimedia sources such as those organized in Appendix C</p>	<p>Modify instructional approach and/or assignments and evaluations as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> Extended time Re-teaching worksheets and enrichment activities Native language prompts Preferential seating ELL support materials Additional graphic organizers
RH.9-10.3	Analyze in detail a	<ul style="list-style-type: none"> Students must understand how authors of 	Cause and Effect pieces within text:	As an introductory activity, ask students to generate	<ul style="list-style-type: none"> Identify patterns of organization in informational 	<ul style="list-style-type: none"> Open- Ended Journal Writing 	Use of SMART Board and accompanying	Modify instructional approach and/or

Critical Area 1: Key Ideas and Details

Domain & Standard	Standard & Student Learning Objective (SLO)	Conceptual Understandings Supporting this Student Learning Objective	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
	series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	<p>informational text(s) manage to present information/details in a manner that reflects their relationship(s)</p> <ul style="list-style-type: none"> Students must comprehend how authors control information and their message through their choices of how information is presented and connected. Students must be able to analyze the relationships between/ among events in order to determine whether earlier events caused later ones or simply preceded them. 	<p><i>The Columbian Exchange</i> (483)</p> <p><i>The Age of Reason</i> (574)</p> <p><i>Factories and Workers</i> (640)</p> <p><i>The Scramble for Africa</i> (756)</p> <p><i>The Great War Begins</i> (779)</p> <p><i>Beginnings of the Cold War</i> (877)</p>	<p>two lists: one that denotes pairs events that could be called “causes and effects” as opposed to pairs of consecutive, and possibly linked, events that are not causally connected. Discuss the notion of causal relationships.</p> <p>Given excerpts from primary and secondary documents, ask students to identify causal relationships and justify their reasoning.</p> <p>Given excerpts from primary and secondary documents, ask students to create graphic organizers that denote the sequence of events as well as identify causal relationships.</p>	<p>and technical text(s)</p> <ul style="list-style-type: none"> Identify text features Identify the sequence of events Interpret graphic organizers/aids (e.g., time line, maps, graphs, pictures) Identify the difference between cause and effect and how an effect can become a cause Identify causal relationships between/among events Make and explain logical inferences concerning cause/effect Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them 	<p>Prompts asking students to communicate causal relationships in a given text or explain and justify logical inferences scored using a teacher-created rubric</p> <ul style="list-style-type: none"> Traditional Assessment pieces asking students to identify text features and sequence correctly 	<p>technologies to facilitate classroom analysis of text in early stages of identifying textual evidence</p> <p>Use of Primary Sources such as those organized in Appendix A</p> <p>Use of Secondary Sources such as those organized in Appendix B</p> <p>Use of Other Multimedia sources such as those organized in Appendix C</p>	<p>assignments and evaluations as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> Extended time Re-teaching worksheets and enrichment activities Native language prompts Preferential seating ELL support materials Additional graphic organizers

Critical Area 2: Reading Literacy in History: Craft and Structure

Critical Area 2: Craft and Structure								
Domain & Standard	Standard	Student Learning Objectives (SLO)	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	<ul style="list-style-type: none"> Students must understand how authors of informational text(s) use domain- specific vocabulary to clarify concepts. Students must understand how authors make purposeful word choices to achieve an intended effect within informational text(s). Students must be able to seek the meaning of unknown words/phrases to deepen their understanding of informational text(s). 	<p>Secondary Sources Available in Textbook as well as in-class library of additional informational texts.</p> <p>In-text Excerpts of Primary Sources Available throughout text and full page Excerpts Available on pages R54-R78</p> <p>Additional Primary Sources Available online at:</p> <ul style="list-style-type: none"> http://www.nhd.org/WorldHistoryPrimarySources.htm http://www.fordham.edu/halsall/mod/modsbook.asp http://avalon.law.yale.edu http://www.wdl.org/en/ <p>Additional text resources:</p> <ul style="list-style-type: none"> <i>Primary Source Reader for World History</i> <i>Primary-Based Assessment Activities for Global History</i> 	<p>Given excerpts from primary and secondary documents with previously unknown vocabulary or events, ask students to hypothesize the meaning of unknown words.</p> <p>Given excerpts from primary and secondary documents with previously unknown events, ask students to hypothesize the context of a vague term, specifically conjecturing on suggested political, social, or economic implications.</p> <p>Given excerpts from primary and secondary documents with unknown or vague terminology, ask students to hypothesize and debate authors' word choice- what effects do the given word offer that other terms may not have.</p>	<ul style="list-style-type: none"> Read and reread other sentences, paragraphs, and non-linguistic images in an informational text to identify context clues that can be used to determine the meaning of unknown words Use context clues to reveal meaning of unknown words/phrases Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies 	<ul style="list-style-type: none"> Open- Ended Journal Writing Prompts asking students to infer meaning and political, social, or economic inferences of previously unknown terminology using context clues scored using a teacher-created rubric Traditional Assessment pieces asking students to correctly identify meaning and context of a word used in a text- specifically noting whether it has political, social, or economic connotations 	<p>Use of SMART Board and accompanying technologies to facilitate classroom analysis of text in early stages of identifying textual evidence</p> <p>Use of Primary Sources such as those organized in Appendix A</p> <p>Use of Secondary Sources such as those organized in Appendix B</p> <p>Use of Other Multimedia sources such as those organized in Appendix C</p>	<p>Modify instructional approach and/or assignments and evaluations as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> Extended time Re-teaching worksheets and enrichment activities Native language prompts Preferential seating ELL support materials Additional graphic organizers
RH.9-10.5	Analyze how a text uses	<ul style="list-style-type: none"> Students must understand and be 	<p>Secondary Sources Available in Textbook as well as in-class</p>	<p>Given multiple excerpts from</p>	<ul style="list-style-type: none"> Identify and communicate how authors select specific 	<ul style="list-style-type: none"> Open- Ended Journal Writing 	<p>Use of SMART Board and</p>	<ul style="list-style-type: none"> Modify instructional

Critical Area 2: Craft and Structure

Domain & Standard	Standard	Student Learning Objectives (SLO)	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
	structure to emphasize key points or advance an explanation or analysis.	<p>able to explain how authors select specific patterns of organization to convey information.</p> <ul style="list-style-type: none"> Students must understand and be able to identify how authors' choices, including patterns of organization, structure, and text features, control the central idea and the readers' perceptions. Students must be able to use their knowledge of organizational patterns in informational text(s) in order to make meaning. 	<p>library of additional informational texts.</p> <p>In-text Excerpts of Primary Sources Available throughout text and full page Excerpts Available on pages R54-R78</p> <p>Additional Primary Sources Available online at:</p> <ul style="list-style-type: none"> http://www.nhd.org/WorldHistory/PrimarySources.htm http://www.fordham.edu/halsall/mod/modsbook.asp http://avalon.law.yale.edu http://www.wdl.org/en/ <p>Additional text resources:</p> <ul style="list-style-type: none"> <i>Primary Source Reader for World History</i> <i>Primary-Based Assessment Activities for Global History</i> 	<p>primary and secondary documents, have students group excerpts by their patterns of organization (chronological, sequential, spatial, compare- contrast, advantages-disadvantages, cause- effect, problem-solution, topical).</p> <p>Once excerpts are grouped by organizational pattern, have students look for similarities in each group and discuss the following questions for each group: What common themes seem to pervade this group of excerpts? Why might all of these excerpts be organized in this specific manner? What impact or effect did this format offer these authors?</p> <p>HONORS EXTENSION: Given a content topic, a hypothetical author, and an audience and purpose, hypothesize the best structure/ format and justify your choice with reasoning and examples of similarly organized and successful texts.</p>	<p>patterns of organization to convey information.</p> <ul style="list-style-type: none"> Select an appropriate organizational pattern in order to best convey information. Identify and communicate how authors' choices, including patterns of organization, structure, and text features, control the central idea and the readers' perceptions. Use their knowledge of organizational patterns in informational text(s) in order to make meaning 	<p>Prompts asking students to explain the connection between an author's use of organization and structure to impact the readers' perceptions, scored using a teacher-created rubric</p> <ul style="list-style-type: none"> Traditional Assessment pieces asking students to correctly identify meaning and context of a word used in a text-specifically noting whether it has political, social, or economic connotations 	<p>accompanying technologies to facilitate classroom analysis of text in early stages of identifying textual evidence</p> <p>Use of Primary Sources such as those organized in Appendix A</p> <p>Use of Secondary Sources such as those organized in Appendix B</p> <p>Use of Other Multimedia sources such as those organized in Appendix C</p>	<p>approach and/or assignments and evaluations as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> Extended time Re-teaching worksheets and enrichment activities Native language prompts Preferential seating ELL support materials Additional graphic organizers
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details	<ul style="list-style-type: none"> Students must be able to use distinctive language (e.g., rhetorical devices) to influence the audience and/or create an effect that 	<p>Secondary Sources Available in Textbook as well as in-class library of additional informational texts.</p> <p>In-text Excerpts of Primary Sources Available throughout</p>	<p>Given two sources on the same or very similar topics, have students use of a primary source analysis tool to dissect both documents in order to determine the Author, Place & time, Prior Knowledge, Audience, Reason, The main idea,</p>	<ul style="list-style-type: none"> Explain the author's overall purpose (to inform, to persuade, to explain how) for writing a text Explain how an author's choices reflect point of view, focus, attitude, position or bias 	<ul style="list-style-type: none"> Open- Ended Journal Writing Prompts asking students to explain the connection between an 	<p>Use of SMART Board and accompanying technologies to facilitate classroom analysis of text in early stages</p>	<ul style="list-style-type: none"> Modify instructional approach and/or assignments and evaluations as needed based on students individual needs,

Critical Area 2: Craft and Structure

Domain & Standard	Standard	Student Learning Objectives (SLO)	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
	<p>they include and emphasize in their respective accounts.</p>	<p>will enhance their purpose.</p> <ul style="list-style-type: none"> Students must recognize that authors use rhetoric to advance the viewpoint or purpose of informational text(s). Students will be able to achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice). Students will be able to analyze informational text(s) to better understand and evaluate the author’s viewpoint/attitude and purpose. 	<p>text and full page Excerpts Available on pages R54-R78</p> <p>Additional Primary Sources Available online at:</p> <ul style="list-style-type: none"> http://www.nhd.org/WorldHistoryPrimarySources.htm http://www.fordham.edu/halsall/mod/modsbook.asp http://avalon.law.yale.edu http://www.wdl.org/en/ <p>Additional text resources:</p> <ul style="list-style-type: none"> <i>Primary Source Reader for World History</i> <i>Primary-Based Assessment Activities for Global History</i> 	<p>& Significance for each. Then compare the various components of each authors’ texts and how those choices reflect point of view and bias. Make a conjecture about the way each author addressed the single topic and justify your analysis with details regarding the piece’s rhetoric, structure, emphasis on certain details, etc.</p> <p>As a learning activity and assessment piece, assign several students the same topic to address but from varied perspectives, viewpoints, or biases. Ask each student to address the topic from their proposed account and write a perspective piece without consulting or sharing with other viewpoints. Have each group present their various viewpoint pieces to the unbiased remainder of the class and facilitate discussion with those students on strengths of each argument. Then switch group roles and repeat on a new topic and with new students.</p>	<ul style="list-style-type: none"> Compare/contrast the point of view of two or more authors on the same or similar topics Explain how point of view, purpose and perspective affect an informational text (controls the message/information) Analyze the impact of including & stressing certain details into two or more accounts of the same or similar topics Analyze the author’s use of persuasive techniques, rhetorical devices, logical fallacies, etc. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. 	<p>author’s use of organization and structure to impact the readers’ perceptions, scored using a teacher-created rubric</p> <ul style="list-style-type: none"> Traditional Assessment pieces asking students to correctly identify meaning and context of a word used in a text-specifically noting whether it has political, social, or economic connotations 	<p>of identifying textual evidence</p> <p>Use of Primary Sources such as those organized in Appendix A</p> <p>Use of Secondary Sources such as those organized in Appendix B</p> <p>Use of Other Multimedia sources such as those organized in Appendix C</p>	<p>ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> Extended time Re-teaching worksheets and enrichment activities Native language prompts Preferential seating ELL support materials <p>Additional graphic organizers</p>

Critical Area 3: Reading Literacy in History: Integration of Knowledge and Ideas

Critical Area 3: Integration of Knowledge and Ideas								
Domain & Standard	Standard	Student Learning Objectives (SLO)	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	<ul style="list-style-type: none"> Students must understand and be able to explain how authors make decisions about their presentation of information in order to convey a specific message. Students must understand and be able to explain how authors can manipulate perceptions and understanding of a topic or idea through the various ways in which information or details are selectively presented. Students must be understand and be able to apply the notion that creators and presenters of written and visual text choose details to present a particular topic or idea relevant for a specific audience and purpose. 	<p>Secondary Sources Available in Textbook as well as in-class library of additional informational texts.</p> <p>In-text Excerpts of Primary Sources Available throughout text and full page Excerpts Available on pages R54-R78</p> <p>Additional Primary Sources Available online at:</p> <ul style="list-style-type: none"> http://www.nhd.org/WorldHistory/PrimarySources.htm http://www.fordham.edu/halsall/mod/modsbook.asp http://avalon.law.yale.edu http://www.wdl.org/en/ <p>Additional text resources:</p> <ul style="list-style-type: none"> <i>Primary Source Reader for World History</i> <i>Primary-Based Assessment Activities for Global History</i> 	<p>Given multimedia pieces documenting the same subject, ask students to draw individual conclusions from each and then synthesize the material together to develop a singular, comprehensive picture of the subject from a total quantitative analysis of charts, photos, text, etc.</p> <p>Given a topic and a desired viewpoint, ask students to hypothesize what type of media would be most effective in conveying the desired message. Facilitate with multiple examples and options. Have students justify their choice and debate with their peers.</p>	<ul style="list-style-type: none"> Distinguish between relevant and irrelevant information Compare how different text/ media present information about the same subject Identify aspects of text/media that reveal an author’s purpose/intent Analyze the way quantitative and technical analysis support the qualitative analysis Analyze the details included (and excluded) in different versions of an account Integrate quantitative or technical analysis with qualitative analysis in print or digital text 	<ul style="list-style-type: none"> Open- Ended Journal Writing Prompts asking students to describe the impact of quantitative, or technical analysis supports or impacts the final qualitative analysis of a debate or persuasive text, scored using a teacher-created rubric Traditional Assessment pieces asking students to correctly differentiate between relevant and irrelevant information. 	<p>Use of SMART Board and accompanying technologies to facilitate classroom analysis of text in early stages of identifying textual evidence</p> <p>Use of Primary Sources such as those organized in Appendix A</p> <p>Use of Secondary Sources such as those organized in Appendix B</p> <p>Use of Other Multimedia sources such as those organized in Appendix C</p>	<ul style="list-style-type: none"> Modify instructional approach and/or assignments and evaluations as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to: <ul style="list-style-type: none"> Extended time Re-teaching worksheets and enrichment activities Native language prompts Preferential seating ELL support materials Additional graphic organizers
RH.9-10.8	Assess the extent	<ul style="list-style-type: none"> Students must 	Secondary Sources		<ul style="list-style-type: none"> Identify the author’s 	<ul style="list-style-type: none"> Open- Ended 	Use of SMART	<ul style="list-style-type: none"> Modify

Critical Area 3: Integration of Knowledge and Ideas

Domain & Standard	Standard	Student Learning Objectives (SLO)	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
	to which the reasoning and evidence in a text support the author's claims.	<p>understand that authors sometimes use fallacious or invalid reasoning, irrelevant and/or insufficient evidence, and/or false statements to support their arguments and claims in order to promote their ideas or agenda.</p> <ul style="list-style-type: none"> Students must be able to recognize when and why authors use fallacious reasoning and false statements in their arguments. 	<p>Available in Textbook as well as in-class library of additional informational texts.</p> <p>In-text Excerpts of Primary Sources Available throughout text and full page Excerpts Available on pages R54-R78</p> <p>Additional Primary Sources Available online at:</p> <ul style="list-style-type: none"> http://www.nhd.org/WorldHistoryPrimarySources.htm http://www.fordham.edu/halsall/mod/modsbook.asp http://avalon.law.yale.edu http://www.wdl.org/en/ <p>Additional text resources:</p> <ul style="list-style-type: none"> <i>Primary Source Reader for World History</i> <i>Primary-Based Assessment Activities for Global History</i> 	<p>Given excerpts from primary and secondary documents with valid reasoning, ask students to explain the logic employed, whether direct, or indirect, inductive or deductive.</p> <p>Given excerpts from primary and secondary documents with arguments based on invalid or fallacious reasoning, ask students to find the error in the author's logic, whether it be the use of opinion rather than fact, etc.</p> <p>Given historical evidence and a thesis statement, ask students to build a valid argument that proves the thesis using sound reasoning. Swap arguments with a peer and evaluate the validity of the logic employed.</p>	<p>argument and specific claims</p> <ul style="list-style-type: none"> Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence that support the author's argument and specific claims Differentiate between claims which are supported by reasons/evidence and those which are not Differentiate between valid and invalid claims Identify sound reasoning Identify false statements and fallacious reasoning in an argument Recognize when irrelevant evidence is introduced Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s) Assess the extent to which the reasoning and evidence in a text support the author's claims 	<p>Journal Writing Prompts asking students to justify whether or not a given piece is an example of sound reasoning or fallacious logic, scored using a teacher-created rubric</p> <ul style="list-style-type: none"> Traditional Assessment pieces asking students to correctly distinguish between written claims that are supported by reasons and those which are not 	<p>Board and accompanying technologies to facilitate classroom analysis of text in early stages of identifying textual evidence</p> <p>Use of Primary Sources such as those organized in Appendix A</p> <p>Use of Secondary Sources such as those organized in Appendix B</p> <p>Use of Other Multimedia sources such as those organized in Appendix C</p>	<p>instructional approach and/or assignments and evaluations as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> Extended time Re-teaching worksheets and enrichment activities Native language prompts Preferential seating ELL support materials Additional graphic organizers
RH.9-10.9	Compare and contrast treatments of the same topic in	<ul style="list-style-type: none"> Students must understand how authors of informational texts 	Secondary Sources Available in Textbook as well as in-class library of additional informational texts.	Given excerpts from primary and secondary documents on the same topic, identify commonalities and differences	<ul style="list-style-type: none"> Develop research strategies Identify the relationship between a primary and 	<ul style="list-style-type: none"> Open- Ended Journal Writing Prompts asking students to 	Use of SMART Board and accompanying technologies to	<ul style="list-style-type: none"> Modify instructional approach and/or assignments and

Critical Area 3: Integration of Knowledge and Ideas

Domain & Standard	Standard	Student Learning Objectives (SLO)	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
	several primary and secondary sources.	<p>make choices about what to include and how to present information and key details on topics depending on their purpose.</p> <ul style="list-style-type: none"> Students must be able to make meaning of informational texts by analyzing how different authors shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts. 	<p>In-text Excerpts of Primary Sources Available throughout text and full page Excerpts Available on pages R54-R78</p> <p>Additional Primary Sources Available online at:</p> <ul style="list-style-type: none"> http://www.nhd.org/WorldHistory/PrimarySources.htm http://www.fordham.edu/halsall/mod/modsbook.asp http://avalon.law.yale.edu http://www.wdl.org/en/ <p>Additional text resources:</p> <ul style="list-style-type: none"> <i>Primary Source Reader for World History</i> <i>Primary-Based Assessment Activities for Global History</i> 	<p>between the two and infer a relationship. Do the excerpts support one another or are there conflicting viewpoints, interpretations, and biases? Why might this happen?</p> <p>Given excerpts from several primary documents, ask students to analyze the strengths and limitations of each. Then ask students to compare and contrast the treatment of the topic in each. Finally, have students compare the various perspectives to one secondary text on the topic. How does it compare to the various primary excerpts.</p>	<p>secondary source on the same topic</p> <ul style="list-style-type: none"> Identify the corroborating or conflicting information, facts, interpretations Identify the authors' positions in the text Describe how the authors' choices reflect their viewpoints, foci, attitudes, positions or biases Analyze the strengths and limitations of primary and secondary sources Compare and contrast treatments of the same topic in several primary and secondary sources 	<p>compare two pieces of work describing the same historical event and analyze use of textual components to impact perspective, scored using a teacher-created rubric</p> <ul style="list-style-type: none"> 	<p>facilitate classroom analysis of text in early stages of identifying textual evidence</p> <p>Use of Primary Sources such as those organized in Appendix A</p> <p>Use of Secondary Sources such as those organized in Appendix B</p> <p>Use of Other Multimedia sources such as those organized in Appendix C</p>	<p>evaluations as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> Extended time Re-teaching worksheets and enrichment activities Native language prompts Preferential seating ELL support materials Additional graphic organizers

Critical Area 4: Reading Literacy in History: Range of Reading and Level of Text Complexity

Critical Area 4: Range of Reading and Level of Text Complexity								
Domain & Standard	Standard	Student Learning Objectives (SLO)	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
RH.9-10.10	Read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	<ul style="list-style-type: none"> Students will be able to infer and make connections among elements that may not be explicit in the text. Students will be able to challenge the ideas presented in the text and consider those ideas from multiple points of view. Students will understand the relationships between various parts of the text and make connections between the various details presented in the text. 	Text Exemplars Suggested by Common Core Appendix B include: <ul style="list-style-type: none"> <i>Candidate: or Optimist</i> by Voltaire <i>Hope, Despair, Memory</i> by Elie Wiesel “Address to Students at Moscow State University” by Ronald Reagan 	Split the class into two or three groups. Assign each group a different text to read. All texts will touch upon the same historical events, but will do so from differing, and possibly conflicting, perspectives. Have groups work together to analyze the text, its features, meaning, perspective, etc. Then facilitate a class debate on the “true” history of those events. Of the various viewpoints, which is most closely aligned with the reference textbook? Discuss possible reasons.	Demonstrate proficiency in reading various levels of text complexity and extrapolating meaning, inferences, perspective, and tone. Compare multiple points of view as presented by different authors.	Extended Open Ended Writing Tasks asking students to: Students analyze the hardships faced during the Holocaust and compare them to additional stories of genocide studied.	Use of SMART Board and accompanying technologies to facilitate classroom analysis of text in early stages of identifying textual evidence Use of Primary Sources such as those organized in Appendix A Use of Secondary Sources such as those organized in Appendix B Use of other media sources such as those organized in Appendix C	<ul style="list-style-type: none"> Modify instructional approach and/or assignments and evaluations as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to: <ul style="list-style-type: none"> Extended time Re-teaching worksheets and enrichment activities Native language prompts Preferential seating ELL support materials Additional graphic organizers

Critical Area 5: Writing: Text Types and Purposes

Critical Area 5: Writing: Text Type and Purposes								
Domain & Standard	Standard	Student Learning Objectives (SLO)	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
WHST.9-10.1	Write arguments focused on discipline-specific content.	<ul style="list-style-type: none"> Students will be able to introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Students will be able to develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. Students will be able to use words, phrases, -and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Students will be able to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Students will be able to provide a concluding statement or section that follows from or supports the argument presented. 	<p>Secondary Sources Available in Textbook as well as in-class library of additional informational texts.</p> <p>In-text Excerpts of Primary Sources Available throughout text and full page Excerpts Available on pages R54-R78</p> <p>Additional Primary Sources Available online at:</p> <ul style="list-style-type: none"> http://www.nhd.org/WorldHistory/PrimarySources.htm http://www.fordham.edu/halsall/mod/modsbook.asp http://avalon.law.yale.edu http://www.wdl.org/en/ <p>Additional text resources:</p> <ul style="list-style-type: none"> <i>Primary Source Reader for World History</i> <i>Primary-Based Assessment Activities for Global History</i> 	<p>After reviewing one of the <i>Comparing Viewpoints</i> pieces from the text, have students journal write on their initial opinion regarding the controversial issue. First create homogeneous groups where like-minded students can share and strengthen their perspective arguments, then jigsaw so that groups are mixed heterogeneously so that students may debate pros and cons with opposing viewpoints. After a healthy small group to large group discussion, students should work individually to compose a persuasive writing piece that develops their claim, addresses counterclaims, and supports their final conclusion with fair allusion to all pros and cons.</p>	<ul style="list-style-type: none"> -Identify a debatable, substantive issue -Distinguish between the pros and cons and identify their strengths and limitations -Select and develop a position/claim -Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides -Select an appropriate writing format -Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence 	<p>Extended Open Ended Writing Tasks such as:</p> <p>After researching historical sources the dropping of the Atomic bomb and its impact, write an essay that compares the justification for and against using nuclear weapons. Select a side to support. Be sure to support your position with evidence from the texts.</p> <p>Or</p> <p>After researching government documents the impact of World War I and the policy of appeasement that followed, write an essay that identifies a problem created by appeasing Germany to avoid future war. Support your position with evidence from your research. Be sure to examine competing views.</p> <p>Score using common rubric available at http://www.literacydesign</p>	<p>Use of SMART Board and accompanying technologies to facilitate classroom analysis of text in early stages of identifying textual evidence</p> <p>Use of Primary Sources such as those organized in Appendix A</p> <p>Use of Secondary Sources such as those organized in Appendix B</p> <p>Use of other media sources such as those organized in Appendix C</p>	<p>Modify instructional approach and/or assignments and evaluations as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> Extended time Re-teaching worksheets and enrichment activities Native language prompts Preferential seating ELL support materials Additional graphic organizers

Critical Area 5: Writing: Text Type and Purposes

Domain & Standard	Standard	Student Learning Objectives (SLO)	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
						collaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf		
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	<ul style="list-style-type: none"> Students will be able to introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Students will be able to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Students will be able to use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Students will be able to use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Students will be able to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Students will be able to provide a 	<p>Secondary Sources Available in Textbook as well as in-class library of additional informational texts.</p> <p>In-text Excerpts of Primary Sources Available throughout text and full page Excerpts Available on pages R54-R78</p> <p>Additional Primary Sources Available online at:</p> <ul style="list-style-type: none"> http://www.nhd.org/WorldHistoryPrimarySources.htm http://www.fordham.edu/halsall/mod/modsbook.asp http://avalon.law.yale.edu http://www.wdl.org/en/ <p>Additional text resources:</p> <ul style="list-style-type: none"> <i>Primary Source Reader for World History</i> <i>Primary-Based Assessment</i> 	<p>As an extended project, have students write one “section” of a new chapter for the history textbook.</p> <p>First students will choose a topic of interest that supports the central chapter theme and will collect and analyze several primary and reliable secondary sources.</p> <p>They will choose an appropriate format, structure, and employ sound reasoning in their unbiased explanation of the important topic.</p>	<p>-Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment</p> <p>-Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, details, quotations or other information and examples</p> <p>-Select an appropriate writing form</p> <p>-Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>-providing a concluding statement or section that follows from and supports the information or explanation presented</p>	<p>Extended Open Ended Writing Tasks such as: Explain how societies balance their need for economic development with the pressures development places on the environment. Support your explanation with textual evidence.</p> <p>Or</p> <p>How did the French and the American Revolutions contribute to transformations in Europe and the world? After reading historical documents, write an essay that compares how each revolution contributed to future world political and social structures.</p> <p>Score using common rubric available at http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf</p>	<p>Use of SMART Board and accompanying technologies to facilitate classroom analysis of text in early stages of identifying textual evidence</p> <p>Use of Primary Sources such as those organized in Appendix A</p> <p>Use of Secondary Sources such as those organized in Appendix B</p> <p>Use of other media sources such as those organized in Appendix C</p>	<p>Modify instructional approach and/or assignments and evaluations as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:</p> <ul style="list-style-type: none"> Extended time Re-teaching worksheets and enrichment activities Native language prompts Preferential seating ELL support materials Additional graphic organizers

Critical Area 5: Writing: Text Type and Purposes

Domain & Standard	Standard	Student Learning Objectives (SLO)	References/ Resources	Suggested Instructional Activities	Suggested Student Output	Assessments: Portfolios, Evaluations, & Rubrics	Multimedia Integration	Accommodation of Special Needs Students (SE, ELL, 504, G&T)
		concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<i>Activities for Global History</i>					

Appendix A- Primary Sources by Unit

Unit 1:

Columbus, Christopher. *Selections from his Journal* (1492)
Dias, Bartolome. *History of the Indies*
Raleigh, Walter. *The Discovery of Guiana* (1595)
Da Gama, Vasco. *Journal From First Trip to India* (1497-98)

Letters from Christopher Columbus to the King and Queen of Spain
Vespucci, Amerigo. *Account of His First Voyage* (1497)
Zheng He. *Translation of Inscription Chronicling his Voyages* (1431)

Unit 2:

Da Vinci, Leonardo. Notes on the Cosmos (1515)
Luther, Martin. *Refusal at the Diet of Worms*
Rousseau, Jean-Jacques. *Social Contract* (1763)
Voltaire. *Essay on the Customs and the Spirit of the Nations* (1756)

Luther, Martin. *Definition of Faith*
Descartes, Rene. *Descartes' Discourses on Method Offer a New Method of Reasoning* (1637)
Montesquieu, Baron de. *The Spirit of the Law* (1748)

Unit 3:

Jefferson, Thomas. *Declaration of Independence* (1776)
Smith, Adam. *The Wealth of Nations*
Marx, Karl. *The Communist Manifesto*
Ure, Andrew. *The Philosophy of the Manufacturers* (1835)

Hobbs, Thomas. *Leviathan*
Wollstonecraft, Mary. *A Vindication of the Rights of Women*
Parliamentary Papers: Women Miners in the English Coal Pits (1842)

Unit 4:

Remarque, Erich. *All Quiet on the Western Front*
Wiseman, M. Interview (Life in the Trenches)
Hitler, Adolph. *Mein Kampf*
Frank, Anne. *Anne Frank: The Diary of a Young Girl*

Gandhi, Mohandas. *On Nonviolent Resistance*
Woodrow Wilson, *Fourteen Points* (1918)
Wiesel, Elie. *Never Shall I Forget*

Unit 5:

Roosevelt, Eleanor. *Address to the United Nations*
Mandela, Nelson. *Inaugural Address*
Reagan, Ronald. *Tear Down This Wall Speech*
Hanes, Sharon ed. *Prejudice in the Modern World*

United Nations: *Universal Declaration of Human Rights*
Churchill, Winston. *Iron Curtain Speech*
Reagan, Ronald. *Speech at Moscow State University*

Unit 6:

Aung San Suu Kyi, *Nobel Peace Prize Speech*
Terrorism: Documents of international and local control
Stoinski, T.S. *Conservation in the 21st Century*

Krueger, Anne. *The World Economy at the Start of the 21st Century*
Congressional Research Service Reports on Terrorism

Unit 1:

Akyeampong, Emmanuel Kwaku, ed. *Themes in West Africa's History*. Ohio University Press, 2006
 Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. Hill and Wang, 2003
 Elliot, John H. *Empires of the Atlantic World: Britain and Spain in America, 1492-1830*. Yale University Press, 2006.
 Winks, Robin W. and Lee Palmer Wandel. *Europe in a Wider World, 1350-1600*, Oxford University Press, 2003.
 Mann, Charles. *1492: Uncovering the New World Columbus Created*. New York: Random House, 2011.
 Diamond, Jared. *Guns, Germs, and Steel;” The Fates of Human Societies*. New York: W.W. Norton & Company, 1997.

Unit 2:

Bauer, Susan. *The History of the Renaissance World: From the Rediscovery of Aristotle to the Conquest of Constantinople*. New York: W.W. Norton & Company, 2013.
 Burkhardt, Jacob. *The History of the Renaissance*. Kindle Edition: Didactic Press 2013.
 Brotton, Jerry. *The Renaissance: A Short Introduction*. Oxford: Oxford University Press, 2006.
 Principe, Lawrence. *Scientific Revolution: A Very Short Introduction*. Oxford: Oxford University Press, 2011.
 Pagden, Anthony. *The Enlightenment: And Why It Still Matters*. New York: Random House, 2013.

Unit 3:

Berlanstein, Leonard. *The Industrial Revolution and Work in Nineteenth-century Europe*. New York: Routledge, 1992.
 Stearns, Peter. *The Industrial Revolution in World History*. Colorado: Westview Press, 2013.
 Headrick, Daniel. *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*. New York: Oxford University Press, Inc., 1981.
 Marks, Robert. *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-first Century*. Oxford: Rowman & Littlefield Publishers, Inc. 2007.
 Wesseling, H. L. *The European Colonial Empires: 1815-1919*. Oxford: Pearson Education, 2004.

Unit 4:

Willmott, H. P. *World War I*. New York: DK Publishing, 2007.
 Neiberg, Michael. *The Military Atlas of World War I*. Chartwell Books, 2014.
 Mayer, Arno J. *Politics And Diplomacy Of Peacemaking: Containment And Counterrevolution At Versailles, 1918-1919*. New York: Knopf, 1967.
 Feldman, George, Slovey, Christine. *World War II: Almanac*. Detroit : U X L, 2000.
 Divine, Robert. *Causes And Consequences Of World War II*. Chicago: Quadrangle Books, 1969.
 Wiesel, Elie, Wiesel, Marion. *Night*. New York : Hill And Wang, 2006.
 Berenbaum, Michael, Kramer, Arnold. *The World Must Know: The History Of The Holocaust As Told In The United States Holocaust Memorial Museum*. Washington, D.C. : United States Holocaust Memorial Museum ; 2006.

Unit 5:

Zubok, Vladislav M. *A Failed Empire The Soviet Union in the Cold War from Stalin to Gorbachev*. Chapel Hill : The University of North Carolina Press, 2009.
 Gaddis, John Lewis. *The Cold War: A New History*. New York: Penguin Books, 2005.
 Schulze, Kristen. *The Arab-Israeli Conflict*. New York: Routledge, 2013.
 Mandela, Nelson. *Long Walk to Freedom*. New York: Little, Brown an Company, 1994.
 Staab, *European Union Explained*. Indiana, Indiana University Press, 2011.
 Jones, Adam. *Genocide: A Comprehensive Introduction*. New York: Routledge, 2006.

Unit 6:

Browning, Christopher. *International Security: A Very Short Introduction*. Oxford: Oxford University Press, 2013.
 Clapham, Andrew. *Human Rights: A Very Short Introduction*. Oxford: Oxford University Press, 2007.
 Martin, Gus. *Understanding Terrorism: Challenges , Perspective, and Issues*. California: SAGE Publications, Inc., 2013.
 Hiscock, Geoff. *Earth Wars: The Battle for Global Resources*. Hoboken: Wiley & Sons, 2012.

Unit 1	VIDEO: <i>Many Cultures Meet</i> <i>Europeans Establish Colonies</i> <i>Columbus' Biography</i> (Departmental Library) <i>Amistad</i> (with permission slip)	AUDIO: Hip Hop History Rap: Many Cultures Meet Hip Hop History Rap: Europeans Establish Colonies Hip Hop History Rap: Hit The Seas Hip Hop History Rap: Gold & Glory (found at http://www.flocabulary.com/topics/modern-world-history/)
	IMAGES: Maps: Columbus' Voyages Triangular Trade Voyages of Zheng He European Discovery (1400-1700) Charts: Native American Cultures Columbian Exchange Principles of Mercantilism	INTERACTIVE: Game Reviews: Channel Awesome Quick Study Timelines Migration to the Americas Trade Routes in Europe, 1000-3000 Columbus' Voyages
Unit 2	VIDEO: <i>Luther</i> <i>Medici: Godfathers of the Renaissance</i> (PBS) <i>Galileo's Battle for the Heavens</i> (NOVA)	AUDIO: Music from the Renaissance Period http://www.metmuseum.org/toah/hd/renm/hd_renm.htm
	IMAGES: Works of art from :Leonardo da Vinci Michelangelo Donatello Raphael Charts: Scientific Innovations Philosophers of the Enlightenment Reformation: Cause and Effect	INTERACTIVE: Game Reviews: Channel Awesome Quick Study Timelines Met Museum: http://www.metmuseum.org/toah/hi/te_index.asp?i=16 Virtual Tour of Sistine Chapel: http://www.openculture.com/2013/05/take_a_3d_virtual_tour_of_the_sistine_chapel_st_peters_basilica.html
Unit 3	VIDEO: <i>The Last Samaria</i> <i>Oliver Twist</i> <i>Sometimes in April</i> <i>Why the Industrial Revolution Happened Here</i> (BBC)	AUDIO: Rap Hip Hop History Rap: The American Revolution Hip Hop History Rap: Industrial Revolution Hip Hop History Rap: Imperialism (http://www.flocabulary.com/topics/modern-world-history/)
	IMAGES: Maps: Industrial Revolution Manufacturing in Europe Imperial Empires Europe after the Congress of Vienna 1815 Resources of Great Britain Industrialized Europe Imperialism in Africa Charts: Effects of Revolution (Cause and Effect) Effect of Industrialization on Women	INTERACTIVE: Game Reviews: Channel Awesome Quick Study Timelines Imperialism and the Balance of Power (interactive map) Muck and Brass interactive industrial revolution game http://www.bbc.co.uk/history/interactive/games/victorian_muckbrass/index_embed.shtml

Unit 4	VIDEO: <i>All Quiet on the Western Front</i> <i>War Horse</i> <i>The Longest Day</i> <i>The Devil's Arithmetic</i>	AUDIO: Hip Hop History Rap: World War I Hip Hop History Rap: The Dictators Hip Hop History Rap: World War II http://www.flocabulary.com/topics/modern-world-history/
	IMAGES: Maps: WWI Battles Europe after WWI WWII European Front WWII Pacific Theater Charts: The Armenian Massacre Graph World-Wide Depression Features of Totalitarian Governments Political Cartoons: WWI Cartoons: http://www.dakinarchives.net/iphoto/ww1cartoons/Desktop.html WWII Cartoons: http://ww2cartoons.org	INTERACTIVE: Game Reviews: Channel Awesome Quick Study Timelines Over the Top http://www.warmuseum.ca/cwm/games/overtop/index_e.shtml Inside WWI Interactive Map http://www.history.com/interactives/inside-wwi-interactive
Unit 5	VIDEO: <i>Cold War</i> (History Channel) <i>BBC News - How the EU works: a video guide</i> <i>BOSNIA VIDEO GALLERY US Holocaust Museum</i> <i>Moment in Time: Courage of Tiananmen Square's 'Tank Man'</i> (NBC)	AUDIO: Hip Hop History Rap: The Cold War Hip Hop History Rap: The Modern Middle East Hip Hop History Rap: Post Colonialism http://www.flocabulary.com/topics/modern-world-history/
	IMAGES: Maps: Cold War Civil Disobedience around the World Post WWII European Map Marshall Plan Charts: Contrasting Economic Systems Global Nuclear Weapons 1945-2005 Political Cartoons: Cold War Cartoons https://sites.google.com/site/cldwarproject/political-cartoons http://punch.photoshelter.com/gallery/Cold-War-Cartoons/G0000FF70D40KNyU/	INTERACTIVE: Game Reviews: Channel Awesome Quick Study Timelines Cold War: From Yalta to Malta (CNN) Cold War: Internet links http://www.besthistorysites.net/index.php/modern-history/cold-war Cold War Interactive Map: http://teachingamericanhistory.org/static/neh/interactives/coldwareuropemap/ Tiananmen Square Virtual Tour: http://www.thechinaguide.com/index.php?action=activity/view&activity_id=21
Unit 6	VIDEO: <i>Death in Gaza</i> <i>Inside the Global Economy</i> <i>An Inconvenient Truth</i>	AUDIO: Hip Hop History Rap: Globalization http://www.flocabulary.com/topics/modern-world-history/
	IMAGES: Maps: World Terrorism Incidents 1995-2005 World Average Life Expectancy World Per Capita GDP, 2006 Charts: World Internet Access Effects of Globalization World Urbanization Major Trade Organizations and Agreements	INTERACTIVE: Game Reviews: Channel Awesome Quick Study Timelines