Washington Township School District

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	AP European History

Grade Level(s):	12th Grade

Duration:	*Full Year:*	**X**	*Semester:*		*Marking Period:*	

Course Description:	In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning and comparison, causation, and continuity and change over time. AP European History provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society.

Course Framework

1.) Historical Thinking Skills and Resoning Processes

The historical thinking skills and reasoning processes are central to the study and practice of European history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

2.) Course Content

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. The content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

Grading Procedures:	**Major Assessments** Tests, Benchmark Assessments, Historiography, Projects, Formal Writing, Seminars **Minor Assessments** Quizzes, Writing Practice (DBQ, LEQ, SAQ), Classwork, Class Discussion and Participation, Assigned Readings, Primary and Secondary Source Analysis, Writing Conferences, Discussion, Integrated Instructional Technology Assessments (Edpuzzles, Flip Grid, MindTap for *Western Civilization*, Nearpod)

	Supportive Assignments
	Classwork, Homework, Oral Presentations, Cooperative Activities, Classroom Discussions
Primary Resources:	**Spielvogel, J, S. (2021).** *Western Civilization: Since 1300* **(10th edition). Cengage.** **MindTap for** *Western Civilization* **and** *Fast Track to a 5: Preparing for the AP European History Examination***.** **Primary and Secondary Sources.** **College Board and AP Classroom.** **Marco Learning AP Resources.** **Tom Richey Instructional Content and Resources.** **Khan Academy.**

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Richard Zambino

Under the Direction of:	Jeffrey Snyder

Written: _____July 2020_____

Revised: _____

BOE Approval: _____

AP European History

Unit 1: Renaissance and Exploration, c. 1450-1648

Unit 2: Age of Reformation, c. 1450-1648

Unit 3: Absolutism and Constitutionalism, c. 1648-1815

Unit 4: Scientific, Philosophical, and Political Developments, c. 1648-1815

Unit 5: Conflict, Crisis, and Reaction in the Late 18th Century, c. 1648-1815

Unit 6: Industrialization and Its Effects, c. 1815-1914

Unit 7: 19th-Century Perspectives and Political Developments, c. 1815-1914

Unit 8: 20th-Century Global Conflicts, c. 1914-present

Unit 9: Cold War and Contemporary Europe, c. 1914-present

Unit 1 Title: Renaissance and Exploration (Period 1: c. 1450-1648)

Unit Description: This unit depicts the rediscovery of works from ancient Greece and Rome and how the observation of the natural world changed many Europeans' view of the world. Additionally, it covers the phenomena of European exploration, discovery, conquest, and settlement during the Renaissance and revival of Europe. It focuses on how society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures. Finally, it observes how and why the struggle for sovereignty within and among states resulted in varying degrees of political centralization.

Key to Learning Objective Theme Codes:

INT – Interaction of Europe and the World

PP – Poverty and Prosperity

OS – Objective Knowledge and Subjective Visions

SP – States and Other Institutions of Power

IS – Individual and Society

Sub-Unit Contextualization:

I. **A revival of classical texts led to new methods of scholarship and new values in both society and religion (OS-2, OS-5, OS-9, OS-10, OS-11, SP-1, SP-3).**

II. **The advent of printing promoted the dissemination of new ideas (OS-2, OS-5, SP-10, IS-3).**

III. **The visual arts incorporated new ideas of the Renaissance and were used to promote personal, political, and religious goals (OS-5, SP-1).**

IV. **New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, although existing traditions of knowledge and the universe continued (OS-1, OS-5, IS-1).**

V. **European nations were driven by commercial and religious motives to explore overseas territories and establish colonies (INT-1, INT-2, INT-6, INT-11, SP-5, IS-10).**

VI. **Advances in navigation, cartography, and military technology allowed Europeans to establish overseas colonies and empires (INT-3, INT-4, OS-6, SP-13, IS-3).**

VII. **Europeans established overseas empires and trade networks through coercion and negotiation (INT-1, INT-3, INT-6, INT-11, SP-15).**

VIII. **Europe's colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade (INT-5, INT-6, INT-7, INT-9, INT-11, PP-1, IS-7).**

IX. **Economic change produced new social patterns, while traditions of hierarchy and status persisted (INT-11, PP-6, IS-1, IS-2, IS-7).**

X.	Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter production and power (PP-2, PP-9, IS-1, IS-2).
XI.	Population shifts and growing commerce caused the expansion of cities, which often found their traditional political and social structures stressed by their growth (PP-6, PP-13, IS-2, IS-10).
XII.	The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family (PP-7, OS-4, IS-1, IS-4, IS-6, IS-9).
XIII.	Popular culture, leisure activities, and rituals reflecting persistence of folk ideas reinforced and sometimes challenged communal ties and norms (OS-1, IS-1, IS-6, IS-10).
XIV.	The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions (PP-6, OS-3, OS-9, SP-1, SP-2, SP-3, IS-2).
XV.	The competitive state system led to new patterns of diplomacy and new forms of welfare (OS-3, SP-13, SP-15).
XVI.	The competition for power between monarchs and corporate groups produced different distributions of governmental authority in European states (SP-2, SP-7, SP-11).

Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.

Unit Duration: 3 weeks

Desired Results

Standard(s):

NJSLSA ELA Literacy *RL.11-12.1., RL.11-12.7., RI.11-12.2., W.11-12.1., W.11-12.9., NJSLSA.SL1., NJSLSA.SL2., NJSLSA.SL3., NJSLSA.SL4., SL.11-12.1., SL.11-12.3., SL.11-12.4, NJSLSA.L3., NJSLSA.L4., NJSLSA.L6.*

New Jersey Student Learning Standards: Social Studies *6.2.12.1-6 A-G; 6.3.12.EconGE.1, 6.3.12.HistoryCA.2*

Indicators:
- Understand The Hundred Years' War
- Explain The Origins Of The War
- Explain The Role Of The Valois Kings In The Revival Of France
- Evaluate The Rise Of The Tudors In English History
- Describe The Rise Of Spain And Coming Of The Hapsburgs
- Discuss in broad outline the role of the Italian city-state in Renaissance Italy
- Outline the basic differences & similarities of the major city-states of Renaissance Italy
- Explain in broad outline the intellectual world of the early Renaissance
- Discuss the humanists and Neoplatonists
- Outline the importance of patronage in Renaissance Italy
- Identify the changes that had occurred in the political arena in early renaissance Italy
- Discuss the "Modern Style"
- Review the Contributions of Donatello, Brunelleschi, Raphael, Michelangelo, Bellini & Titian
- Explain why the painting of Masaccio was "revolutionary"
- Compare the development of Hungary, Bohemia, & Poland
- Understand the major differences developing between Eastern & Western Europe
- Explain why Europeans began to amass overseas empire and what effects this experience had on both the European and conquered peoples

Understandings: *Students will…*	Essential Questions:
- Explain the context in which the Renaissance and Age of Discovery developed - Explain how the revival of classical texts contributed to the development of the Renaissance in Italy - Explain the political, intellectual, and cultural effects of the Italian Renaissance - Explain how Renaissance ideas were developed, maintained, and changed as the Renaissance spread to northern Europe - Explain the influence of the printing press on cultural and intellectual developments in modern European history - Explain the causes and effects of the development of political institutions from 1450 to 1648 - Explain the technological factors that facilitated European exploration and expansion from 1450 to 1648 - Explain the motivations for and effects of European exploration and expansion from 1450 to 1648 - Explain how and why trading networks and colonial expansion affected relations between and among European states - Explain the economic impact of European colonial expansion and development of trade networks - Explain the social and cultural impact of European colonial expansion and development of trade networks - Explain the causes for and the development of the slave trade - Explain European commercial and agricultural developments and their economic effects from 1450 to 1648 - Explain the causes and consequences of the Renaissance and Age of Discovery	- Why did Renaissance ideals first take hold in the city-states of northern Italy? **(SP-1, PP-6)** - How did the development of Renaissance humanism encourage study of the classics, promote secularism, and lead to the ideal of virtu? **(OS-9, OS-10)** - How did the classical emphasis on individualism and secularism affect the art, literature, and architecture of the period? **(OS-5, SP-1)** - How did the growth of cities and commerce along with new theories of government lead to changes in social structure that affected the relationship between the governing classes and the governed? - Analyze the ways in which the printing press, vernacular literature, and the spread of Renaissance ideals outside of Italy contributed to the development of national culture. **(SP-2, SP-3)** - What methods did the new monarchs use to overcome obstacles that hindered the growth of royal power? **(SP-2, OS-9)** - How did the fall of Constantinople to the Ottoman Turks lead to changes in trade, diplomacy, and society after 1453? **(INT-11)** - What arguments have historians made about the experience of the Renaissance by women? **(IS-6, OS-4)** - What commercial and religious motivations caused the European nations to explore and colonize overseas? What views did Europeans hold toward indigenous peoples they encountered, and why did they hold these views? **(INT-11)** - What advances in navigation, cartography, and military technology allowed Europeans to prevail in new lands? **(INT-3)** - How did the shift in trade routes from the Mediterranean to the Atlantic change the balance of economic power? **(INT-5)** - What was the impact of the Columbian Exchange and plantation farming on both indigenous peoples and Europeans? **(INT-9, INT-11, IS-7)** - How were the arts affected by the discovery of new peoples and lands and by the wealth generated by commerce and trade? **(INT-6, SP-13)** - How did innovations in banking promote the growth of urban financial centers and new economic elites? **(PP-1, SP-5)** - In what ways and to what extent did the lives of Europeans change due to exploration and colonization? **(INT-5, INT-6, INT-7, PP-1, PP-6, SP-5, IS-7, IS-10)**

Assessment Evidence

Performance Task: **Historical Thinking Skills and Reasoning Processes:**	Other Evidence:
- Identify and describe a historical context for a specific historical development or process (*Contextualization*) - Identify a historical concept, development or process (*Developments and Processes*)	- Teacher observations - Informal checks for understanding - Independent reading/student conferences - Independent writing/student conferences

- Identify patterns among or connections between historical developments and processes (*Making Connections*)
- Explain a historical concept, development, or process (*Developments and Processes*)
- Identify and describe a claim and/or in a text-based or non-text based source (*Claims and Evidence in Sources*)
- Identify the evidence used in a source to support an argument (*Claims and Evidence in Sources*)
- Make a historically defensible claim (*Argumentation*)

Course Content:
- Be able to describe the social changes that characterize Renaissance life, particularly alterations in the economic system, class structure, and family life
- Describe the nature of the Italian state system and how principalities were governed
- Explain the historical events that led to Machiavelli's theories of statecraft and how his theories differed from the published works of political theorists before him
- Define Renaissance humanism and show how it reached into all branches of education, politics, learning, and into the arts
- Describe the new forms of art and architecture the Renaissance introduced and sustained, from the early works of Masaccio through those of Raphael
- Discuss important political changes during the fifteenth century in Europe
- Detail the character of the Renaissance Papacy and Church, how it developed skills of survival in a difficult era, and how its practices made it vulnerable to attack by reformers
- Explain the motives that fueled Europe's early modern overseas exploration and expansion and the new technologies that made it possible
- Describe the way the Portuguese were able to establish an overseas empire and the way it functioned
- Describe the creation and characteristics of the Spanish Empire in the Americas
- Examine the nature and consequences of the slave trade
- Describe the exploration and exploits of the other European powers
- Explain the religious, social, and economic effects of European conquests around the globe on both the conquerors and those they conquered
- Discuss the economic philosophies that dominated Europe and the way they affected the world economy Europeans established

- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Unit 1 Test

Learning Plan

Learning Activities:

- **Contextualizing Renaissance and Discovery (1-2 Days):** *Identify and describe a historical context for a specific historical development or process; identify key actors, terms, and events*
- **Italian Renaissance (2 Days):** *Identify a historical concept, development, or process*
- **Northern Renaissance and Printing (2 Days):** *Identify patterns among or connections between historical developments and processes; Explain a historical concept, development, or process*
- **New Monarchies (2 Days):** *Identify a historical concept, development, or process*
- **Technological Advances and the Age of Exploration and Rivals on the World Stage (2 Days):** *Identify and describe a claim and/or argument in a text-based or non-text-based source*
- **Colonial Expansion and the Columbian Exchange (2 Days):** *Identify the evidence used in a source to support an argument*
- **The Slave Trade and The Commercial Revolution (3 Days):** *Identify and describe a historical context for a specific historical development or process; Identify the evidence used in a source to support an argument*
- **Causation in the Renaissance and the Age of Discovery (1 Day):** *Make a historically defensible claim*

Resources:

- **Social Studies 9-12 Folder**
- **Readings from Spielvogel, J, S. (2021).** *Western Civilization: Since 1300* **(10th edition). Cengage.**
- **Suggestions for Further Readings from Spielvogel, J, S. (2021).** *Western Civilization: Since 1300* **(10th edition). Cengage.**
- **Mindtap – Mindtap is a fully, online, highly personalized learning experience built upon Cengage Learning content. Mindtap combines student learning tools – readings, multimedia, activities, and assessments – into a singular Learning Path that guides students through the course.**
- **College Board and AP Classroom**
- **Marco Learning**
- **tomrichey.net**

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):
ELA/Literacy
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
New Jersey Student Learning Standards Social Studies (NJSLSSS)
6.12.2.A-D.2.a-e: *Ideas developed during the Renaissance led to political, economic, and cultural changes that have had a lasting impact.*

4.0	Students will be able to: • Explain the context in which the Renaissance and Age of Discovery developed • Explain the political, intellectual, and cultural effects of the Italian Renaissance • Explain how Renaissance ideas were developed, maintained, and changed as the Renaissance spread to northern Europe
3.0	Students will be able to: • Explain the ideas developed during the Renaissance through political, economic, or cultural changes
2.0	Students will be able to: • Recognize the ideas developed during the Renaissance through political, economic, or cultural changes
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):
ELA/Literacy
RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text
New Jersey Student Learning Standards Social Studies (NJSLSSS)
6.12.2.A-D.2.a-e: *Ideas developed during the Renaissance led to political, economic, and cultural changes that have had a lasting impact.*

4.0	Students will be able to: • Analyze and determine the factors that led to the Renaissance, including the impact of geography and information technology
3.0	Students will be able to: • Identify the causes of the Renaissance and how geography and technology influenced rebirth
2.0	Students will be able to: • Summarize the Renaissance in a singular way
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	• Provide ample opportunities for creative behavior • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions • Encourage students to test their ideas • Provide opportunities and give credit for self-initiated learning • Avoid overly detailed supervision and too much reliance on prescribed curricula • Allow time for reflection

	• Resist immediate and constant evaluation • Avoid comparisons to other students
Struggling Learners	• Assist students in getting organized • Give short directions • Use drill exercises • Give prompt cues during student performance • Let students with poor writing skills use a computer • Break assignments into small segments and assign only one segment at a time • Demonstrate skills and have students model them • Give prompt feedback • Use continuous assessment to mark students' daily progress • Prepare materials at varying levels of ability
English Language Learners	• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways • When possible, use pictures, photos, and charts • Corrections should be limited and appropriate • Do not correct grammar or usage errors in front of the class • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English • Integrate students' cultural background into class discussions • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	• Refer to page four in the **Parent and Educator Guide to Section 504** to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Social Studies (NJSLSSS)
- 6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts
- 6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance
- 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

ELA/Literacy

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- W.11-12.2. 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
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals)
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **A.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **B.** Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. **C.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **D.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy
Environmental Literacy

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration

Unit 2 Title: Age of Reformation (Period 1: c. 1450-1648)

Unit Description: This unit delves into the religious pluralism of Europe and how it challenged the concept of a unified Europe.

Key to Learning Objective Theme Codes:

INT – Interaction of Europe and the World

PP – Poverty and Prosperity

OS – Objective Knowledge and Subjective Visions

SP – States and Other Institutions of Power

IS – Individual and Society

Sub-Unit Contextualization:

I. **The Protestant and Catholic reformations fundamentally changed theology, religious institutions, and culture (OS-2, OS-11).**

II. **Religious reform both increased state control of religious institutions and provided justifications for challenging state authority (SP-2, SP-3, SP-11, IS-10).**

III. **Conflicts among religious groups overlapped with political and economic competition within and among states (OS-3, OS-11, SP-2, SP-3, SP-11).**

Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (**10th edition). Cengage.**

Unit Duration: 3-4 weeks

Desired Results

Standard(s):

NJSLSA ELA Literacy *RL.11-12.1., RL.11-12.7., RI.11-12.2., W.11-12.1., W.11-12.9., NJSLSA.SL1., NJSLSA.SL2., NJSLSA.SL3., NJSLSA.SL4., SL.11-12.1., SL.11-12.3., SL.11-12.4, NJSLSA.L3., NJSLSA.L4., NJSLSA.L6.*

New Jersey Student Learning Standards: Social Studies *6.2.12.1-6 A-G; 6.3.12.EconGE.1, 6.3.12.HistoryCA.2*

Indicators:

- Discuss the origins of the Protestant Reformation
- Analyze the reasons for the popular discontent felt toward the catholic church
- Explain the character and role of Martin Luther in the Protestant Reformation
- Account for the peasant rebellions of this time and place
- Discuss the reasons Protestantism advanced as quickly as it did
- Explain how and why King Henry VIII was able to create his own church, and discuss the results of the founding of that church
- Review the main outlines of the counter-reformation and the attempts, both before and after Luther, of members of the Catholic Church to institute reform
- Identify the role of Pope Paul III in the movement
- Discuss the Council of Trent, including questions such as: what was the council, what was its purpose, and how successful was it?
- Explain the importance of the rise of Loyola and the Society of Jesus
- Describe the Inquisition in terms of its causes, conduct, and consequences
- Discuss the changes in the life of European Jews in the age of the counter-reformation

Understandings:
Students will…

- Explain the context in which the religious, political, and cultural developments of the 16th and 17th centuries took place
- Explain how and why religious belief and practices changed from 1450 to 1648
- Explain how matters of religion influenced and were influenced by political factors from 1450 to 1648
- Explain the continuities and changes in the role of the Catholic Church from 1450 to 1648
- Explain how economic and intellectual developments from 1450 to 1648 affected social norms and hierarchies
- Explain how and why artistic expression changed from 1450 to 1648
- Explain how the religious, political, and cultural developments of the 16th and 17th centuries affected European society from 1450 to 1648

Essential Questions:

- In what ways was the Catholic Church influenced by Renaissance ideals? **(OS-2)**
- What aspects of Catholicism were challenged by religious reformers, and how did the Catholic Church respond to Protestant criticisms? **(OS-2)**
- How did the various Protestant sects appeal to different social classes? **(OS-2)** To what extent did the Protestant Reformation cause the relationship between states and ecclesiastical authority to change? **(OS-3)**
- To what extent did women's roles change within the family, society, and the church? **(IS-4, IS-5)**
- How did religion, dynastic rivalry, and commercial interests interact as causes of the religious wars? **(SP-2)**
- What effects did the religious wars and accompanying social dislocation have on the society and culture of Europe? **(SP-11, IS-10, PP-13)**
- To what extent did the Reformation and the religious wars affect the individual at the national level, in the community, and within the home? **(OS-11, SP-3)**

Assessment Evidence

Performance Tasks:
Historical Thinking Skills and Reasoning Processes:

- Identify and describe a historical context for a specific historical development or process (*Contextualization*)
- Identify the evidence used in a source to support an argument (*Claims and Evidence in Sources*)
- Explain a historical concept, development, or process (*Development and Processes*)
- Make a historically defensible claim (*Argumentation*)
- Identify a source's point of view, historical situation, and/or audience (*Sourcing and Situation*)
- Identify patterns among connections between historical developments and processes (*Making Connections*)
- Support an argument using specific and relevant evidence that (a) describes specific examples of historically relevant evidence and (b) explains how examples of historically relevant evidence support an argument (*Argumentation*)

Course Content:

- Be able to describe the status and character of the Catholic Church just prior to the outbreak of the Reformation, and show how such things contributed to the breakup of Christianity
- Outline the major points of contention between Martin Luther and the Church, and show why they did not find a way to compromise and avoid schism
- Discuss the various forms Protestantism took and how these groups became dominant in various parts of Europe
- Examine the political, social and economic impact of the Reformation and Protestantism on the continent of Europe
- Describe the Catholic Reformation, show how it responded to Protestant criticism, and how it created the modern Catholic Church

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

• Discuss important religion-based wars and political developments in Europe during the sixteenth century	

Benchmarks:

Reformation Debates (Unit II Test)

Learning Plan

Learning Activities:
- **Contextualizing 16th and 17th Century Challenges and Developments (1-2 Days):** *Identify and describe a historical context for a specific historical development or process; identify key actors, terms, and events*
- **Luther and the Protestant Reformation (2 Days):** *Identify and describe evidence used by Luther to support his argument in one of his early writings on the problems in the Catholic Church*
- **Protestant Reform Continues (1 Day):** *Discuss the arguments presented in various religious documents during the Reformation and the Counter-Reformation/Catholic Reformation, focusing on how the documents relate to common topics or themes*
- **Wars of Religion (1-2 Days):** *Make a historically defensible claim*
- **The Catholic Reformation (1 Day):** *Identify a source's point of view, purpose, historical situation, and/or audience*
- **16th Century Society and Politics and Art of the 16th Century: Mannerism and Baroque Art (1 Day):** *Identify patterns among or connections between historical developments and processes*
- **Causation in the Age of Reformation and the Wars of Religion (7 Days):** *Reformation Debates: Support an argument using specific and relevant evidence. (A) Describe specific examples of historically relevant evidence. (B) Explain how specific examples of historically relevant evidence support an argument*

Resources:
- **Social Studies 9-12 Folder**
- **Readings from Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.**
- **Suggestions for Further Readings from Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.**
- **Mindtap – Mindtap is a fully, online, highly personalized learning experience built upon Cengage Learning content. Mindtap combines student learning tools – readings, multimedia, activities, and assessments – into a singular Learning Path that guides students through the course.**
- **College Board and AP Classroom**
- **Marco Learning**
- **tomrichey.net**

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):
New Jersey Student Learning Standards Social Studies (NJSLSSS)
6.2.12.B.2.a: *Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World*
6.2.12.D.2.b *Determine the factors that led to the Reformation and the impact on European politics*
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*
ELA/Literacy
RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text
W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

4.0	**Students will be able to:** **Lead a debate which invites analysis through contextualization and argumentation** **Understand that the church was called for change and the 95 Theses began the charge for change** **Understand that the Protestant Reformation affected society, family, women, and other aspects of government, under new reforms** **Understand that the new popes agreed to the establishment of new religious orders that combated, through education, the Reformation** **Understand that the wars of the 16th century began because of religious difference but ended in dynastic conflict**
3.0	**Students will be able to:** **Understand the differences among the Reformation movements and analyze their importance**
2.0	**Students will be able to:** **Identify a break in the church that led to sweeping change and war**
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	- Provide ample opportunities for creative behavior - Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation - Show appreciation for creative efforts - Respect unusual questions, ideas, and solutions - Encourage students to test their ideas - Provide opportunities and give credit for self-initiated learning - Avoid overly detailed supervision and too much reliance on prescribed curricula - Allow time for reflection - Resist immediate and constant evaluation - Avoid comparisons to other students
Struggling Learners	- Assist students in getting organized - Give short directions - Use drill exercises - Give prompt cues during student performance - Let students with poor writing skills use a computer - Break assignments into small segments and assign only one segment at a time - Demonstrate skills and have students model them - Give prompt feedback - Use continuous assessment to mark students' daily progress - Prepare materials at varying levels of ability
English Language Learners	- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways - When possible, use pictures, photos, and charts - Corrections should be limited and appropriate - Do not correct grammar or usage errors in front of the class - Give honest praise and positive feedback through your voice tones and visual articulation whenever possible

	- Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English - Integrate students' cultural background into class discussions - Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the **Parent and Educator Guide to Section 504** to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
Social Studies (NJSLSSS)
- 6.2.12.B.2.a Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World
- 6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics
- 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

ELA/Literacy
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- W.11-12.2. 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
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals)
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **A.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **B.** Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. **C.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **D.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy
Environmental Literacy

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration

Unit 3 Title: Absolutism and Constitutionalism (Period 2: c. 1648-1815)

Unit Description: This unit takes the newer concept of the sovereign state and secular systems of law further by critically examining and analyzing different models of political sovereignty. Relationships among states and between states and individuals grew into a dynamic case study shaping 17th Century Europe through Absolutism and Constitutionalism. The expansion of European commerce accelerated the growth of a worldwide economic network which permeated trade and the expansion of Empires.

Key to Learning Objective Theme Codes:

INT – Interaction of Europe and the World

PP – Poverty and Prosperity

OS – Objective Knowledge and Subjective Visions

SP – States and Other Institutions of Power

IS – Individual and Society

Sub-Unit Contextualization

I. **In much of Europe, absolute monarchy was established over the course of the seventeenth and eighteenth centuries (OS-9, SP-2, SP-3, IS-7).**

II. **Challenges to absolutism resulted in alternative political systems (OS-9, SP-2, SP-3, IS-7)**

III. **After 1648, dynastic and state interests, along with Europe's expanding colonial empires, influenced the diplomacy of European states and frequently led to war (INT-1, INT-11, SP-15).**

IV. **Early modern Europe developed a market economy that provided the foundation for its global role (PP-1, PP-2, PP-7, IS-2).**

V. **The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe (INT-1, INT-3, INT-5, INT-6, INT-7, INT-9, INT-11, PP-1, PP-2, SP-5, IS-7).**

VI. **Commerical rivalries influenced diplomacy and warfare among European states in the early modern era (INT-1, INT-3, INT-11, SP-15).**

Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th **edition). Cengage.**

Unit Duration: 3 weeks

Desired Results

Standard(s):

NJSLSA ELA Literacy *RL.11-12.1., RL.11-12.7., RI.11-12.2., W.11-12.1., W.11-12.9., NJSLSA.SL1., NJSLSA.SL2., NJSLSA.SL3., NJSLSA.SL4., SL.11-12.1., SL.11-12.3., SL.11-12.4, NJSLSA.L3., NJSLSA.L4., NJSLSA.L6.*

New Jersey Student Learning Standards: Social Studies *6.2.12.1-6 A-G; 6.3.12.EconGE.1, 6.3.12.HistoryCA.2*

Indicators:

- Contextualize and cite the developments that led to the Peace of Westphalia and enabled sovereigns in Brandenburg-Prussia, Austria, and Russia to emerge as major powers in the 17th Century
- Identify theories of government proposed by Bousset, Hobbes, Locke and explain how their respective theories reflected the concerns and problems of the 17th Century European state and the World
- Describe Absolutism in theory and how its practice in France reflected or differed from said theory
- Describe Constitutional Monarchy in theory and the identify the main issues between the King and the Parliament in 17th Century England, as well as how they were resolved
- Understand the various roles that the Dutch Republic played in the political, economic, and artistic life of the 17th Century

Understandings:

Students will…

- Explain the context in which different forms of political power developed from 1648 to 1815
- Explain the causes and consequences of the English Civil War
- Explain the continuities and changes in commercial and economic developments from 1648 to 1815
- Explain the continuities and changes in commercial and economic developments from 1648 to 1815
- Explain the factors that contributed to the development of the Dutch Republic
- Explain how European states attempted to establish and maintain a balance of power on the continent throughout the period from 1648 to 1815
- Explain how advances in technology contributed to a developing balance of power on the continent throughout the period from 1648 to 1815
- Explain how absolutist forms of rule affected social and political development from 1648 to 1815
- Compare the different forms of political power that developed in Europe from 1648 to 1815

Essential Questions:

- Why did a witch-hunting craze begin in the mid-sixteenth century and wane by the mid-seventeenth century? **(OS-1, IS-10)**
- How did new weapons of the so-called military revolution lead to changes in strategies, tactics, and diplomacy? **(OS-3, OS-6, OS-9, SP-5)**
- How did the Peace of Westphalia mark the end of the era of religious wars and lessen Hapsburg authority? **(Key Concept 1.2.II)**
- How did religious differences, the rise of commercial elites, and the struggle for power between Parliament and the king lead to the English Civil War and ultimately the formation of a new type of government? **(SP-3, SP-7, SP-11, SP-15, OS-3)**
- How did the concept of absolutism influence the rulers of Europe in the seventeenth century and create a new relationship between the government and the people? **(SP-2, PP-6)**
- How did Peter I modernize Russia? In what ways did Russia remain bound to tradition? **(SP-2, SP-3, PP-1)**
- How did religion and political power affect the arts in the seventeenth century? **(SP-1)**

Assessment Evidence

Performance Tasks:

Historical Thinking Skills and Reasoning Processes:

- Identify and describe a historical context for a specific historical development or process (*Contextualization*)
- Explain a historical concept, development, or process (*Developments and Processes*)
- Identify patterns among connections between historical developments and processes (*Making Connections*)
- Explain the point of view, purpose, historical situation, and/or audience of a source (*Sourcing and Situation*)
- Identify and describe a claim and/or argument in a text-based or non-text-based source (*Claims and Evidence in Sources*)
- Support an argument using specific and relevant evidence that (a) describes specific examples of historically relevant evidence and (b) explains how examples of historically relevant evidence support an argument (*Argumentation*)

Course Content:

- Be able to analyze the causes and consequences of the witchcraft craze of the seventeenth century

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

- Discuss the causes, course, and consequences of the Thirty Years' War
- Describe the absolute monarchy of France, how it was established, how it functioned, and its effects on the nation
- Discuss the various wars involving France during the reign of Louis XIV
- Explain the decline of Spain, and the rise of both Brandenburg Prussia and Austria
- Trace the rise of Russia to its status as a world power, giving particular attention to the life and work of Peter Romanov
- Discuss important aspects of other powers in Europe, such as Poland and the Dutch Republic
- Examine the experience of the English monarchy in the seventeenth century, and show how it survived its various obstacles
- Explain why the seventeenth century saw such a flowering of culture, particularly in art and literature, and discuss the achievements of its finest figures

Benchmarks:

Unit III Test

Learning Plan

Learning Activities:
- **Contextualizing State Building (1-2 Days):** *Identify and describe a historical context for a specific historical development or process; identify key actors, terms, and events*
- **The English Civil War and the Glorious Revolution (1-2 Days):** *Develop a concept map that shows the causes and effects that led to the English Civil War and the Glorious Revolution*
- **Continuities and Changes to Economic Practice and Development and Economic Development and Mercantilism (3 Days):** *Analyze sets of data, such as rates of production in putting-out or cottage industries in the 1600s, and create a graph that best shows the data and the trends*
- **The Dutch Golden Age (1 Day):** *Cite primary sources to build contextualization and make connections*
- **The Balance of Power (4 Days):** Jigsaw various types of government from this period by analyzing primary and secondary sources related to various rulers and ask them to explain how each ruler represents absolutism or constitutionalism
- **Absolutist Approaches to Power (1 Day):** *Identify patterns among or connections between historical developments and processes*
- **Comparison in the Age of Absolutism and Constitutionalism (1 Day):** *Use a graphic organizer, such as a Venn diagram, to analyze documents related to types of government (such as writings by Louis XIV, Peter the Great, or King James I of England). Determine whether the documents support an absolutist or constitutional form of rule, or both*

Resources:
- **Social Studies 9-12 Folder**
- **Readings from Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.**
- **Suggestions for Further Readings from Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.**

- **Mindtap** – Mindtap is a fully, online, highly personalized learning experience built upon Cengage Learning content. Mindtap combines student learning tools – readings, multimedia, activities, and assessments – into a singular Learning Path that guides students through the course.
- **College Board and AP Classroom**
- **Marco Learning**
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Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):
New Jersey Student Learning Standards Social Studies (NJSLSSS)
- **6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy)**

ELA/Literacy
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

4.0	Students will be able to: • Compare and contrast the various forms of absolutism, and how they affected social and political climates within and among states, with limited monarchies
3.0	Students will be able to: • Identify and explain the importance of political sovereignty following the Thirty Years' War
2.0	Students will be able to: • List the absolute monarchs
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):
New Jersey Student Learning Standards Social Studies (NJSLSSS)
- **6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world**

ELA/Literacy
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

4.0	Students will be able to: • Notice economic trends and understand mercantilism and its impact on the growth of European powers to make connections across time
3.0	Students will be able to: • Define mercantilism and cite specific examples of its practice
2.0	Students will be able to: • Define mercantilism
1.0	With help, partial success at level 2.0 content and level 3.0 content:

0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	- Provide ample opportunities for creative behavior - Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation - Show appreciation for creative efforts - Respect unusual questions, ideas, and solutions - Encourage students to test their ideas - Provide opportunities and give credit for self-initiated learning - Avoid overly detailed supervision and too much reliance on prescribed curricula - Allow time for reflection - Resist immediate and constant evaluation - Avoid comparisons to other students
Struggling Learners	- Assist students in getting organized - Give short directions - Use drill exercises - Give prompt cues during student performance - Let students with poor writing skills use a computer - Break assignments into small segments and assign only one segment at a time - Demonstrate skills and have students model them - Give prompt feedback - Use continuous assessment to mark students' daily progress - Prepare materials at varying levels of ability
English Language Learners	- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways - When possible, use pictures, photos, and charts - Corrections should be limited and appropriate - Do not correct grammar or usage errors in front of the class - Give honest praise and positive feedback through your voice tones and visual articulation whenever possible - Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English - Integrate students' cultural background into class discussions - Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org

Learners with a 504	• Refer to page four in the **Parent and Educator Guide to Section 504** to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Social Studies (NJSLSSS)

- 6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy)
- 6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world
- 6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas

ELA/Literacy

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- W.11-12.2. 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
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals)
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
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- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **A.** Come to discussions prepared, having read and researched material under study; explicitly draw on that

preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **B.** Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. **C.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **D.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
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The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy
Environmental Literacy

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration

Unit 4 Title: Scientific, Philosophical, and Political Developments

Unit Description (Period 2: c. 1648-1815):

This unit investigates the questions, thoughts, and ideas that stoked a visionary flame that burned brightly throughout Europe and the world. The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture. The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

Key to Learning Objective Theme Codes:

INT – Interaction of Europe and the World

PP – Poverty and Prosperity

OS – Objective Knowledge and Subjective Visions

SP – States and Other Institutions of Power

IS – Individual and Society

Sub-Unit Contextualization

I. **Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith (PP-10, OS-4, OS-5, OS-7, OS-8, OS-9, SP-1, SP-4, SP-7, SP-9, SP-11, IS-6, IS-9).**

II. **New public venues and print media popularized Enlightenment ideas (INT-7, OS-2, OS-5, OS-6, OS-8, SP-10, SP-12, IS-3, IS-9).**

III. **New political and economic theories challenged absolutism, and mercantilism (INT-6, PP-1, OS-7, OS-9, SP-1, SP-4, SP-7, SP-11).**

IV. **During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration (OS-2, OS-3, OS-11, SP-3, SP-9).**

V. **The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good (PP-1, OS-10, SP-1).**

VI. **While Enlightenment values dominated the world of European ideas, they were challenged by the revival of public sentiment and feeling (OS-7, OS-10, OS-12).**

VII. **In the seventeenth century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the eighteenth century, Europeans began to escape from the Malthusian imbalance**

between the population and the food supply, resulting in
steady population growth (PP-2, PP-7).

VIII.   The consumer revolution of the eighteenth century was
shaped by a new concern for privacy, encouraged the
purchase of new goods for homes, and created new venues
for leisure activities (PP-1, IS-4, IS-9).

IX.   By the eighteenth century, family and private life reflected
new demographic patterns and the effects of the commercial
revolution (PP-7, IS-4, IS-9).

X.   Cities offered economic opportunity, which attracted
increasing migration from rural areas, transforming urban
life and creating challenges for the new urbanites and their
families (PP-2, PP-6, PP-9, PP-13, IS-2).

Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.

Unit Duration: 3 weeks

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Desired Results

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Standard(s):

NJSLSA ELA Literacy *RL.11-12.1., RL.11-12.7., RI.11-12.2., W.11-12.1., W.11-12.9., NJSLSA.SL1., NJSLSA.SL2., NJSLSA.SL3., NJSLSA.SL4., SL.11-12.1., SL.11-12.3., SL.11-12.4, NJSLSA.L3., NJSLSA.L4., NJSLSA.L6.*

New Jersey Student Learning Standards: Social Studies *6.2.12.1-6 A-G; 6.3.12.EconGE.1, 6.3.12.HistoryCA.2*

Indicators:

- Define the Ptolemaic Conception of the universe
- Analyze what Copernicus, Kepler, and Galileo contributed to the development of the heliocentric theory of the cosmos
- Report on the reaction of the church on the findings of Copernicus, Kepler, and Galileo
- Explain the Newtonian world machines and how Newton arrived at this conception
- Give examples of the contributions of Paracelsus, Vesalius, and Harvey on medicine
- Identify and reflect on the contributions of women to the beginnings of modern science and how they were viewed as women of science, leaders across various fields and specializations
- Explain why the 17th century European intellectuals were so intent on developing methods of study for entire bodies and specific fields of human knowledge
- Define Methodical thinker or researcher
- Discuss the major intellectual changes that led to the Enlightenment
- List the specific contributions of Montesquieu, Voltaire, and Diderot to the Enlightenment
- Compare/Contrast Montesquieu, Voltaire, and Diderot's Political ideas w/ Thomas Hobbes & Machiavelli
- Define the major ideas of Rousseau and explain how they were unique from those of his predecessors
- Analyze the Art & Literature of the 18th Century and how they reflect the political & social life of the period
- Define High Culture and explain how it was expressed in the 18th Century
- Define Popular Culture & how it was expressed in the 18th Century
- Explain how the intellectual & emotional debates of the Enlightenment play themselves out in the realm of human spirituality and the churches.
- Compare/Contrast the development of Great Britain & France
- Answer: What does "enlightened politics" mean and to what extent was politics "enlightened" in the European states of the 18th century

Understandings:	Essential Questions:
Students will…	• How was the medieval view of the universe, man, and man's place in nature changed by the discoveries of Copernicus, Galileo, and Newton? **(OS-5)**
• Explain the context in which the Scientific Revolution and Enlightenment developed in Europe	• How did the view of the human body change due to the discoveries of physicians and scientists? **(OS-5)**
• Explain how understanding of the natural world developed and changed during the Scientific Revolution and Enlightenment	• How did deductive and inductive reasoning change the way scientific inquiry was carried out? **(OS-5)**
• Explain the causes and consequences of Enlightenment thought on European society from 1648 to 1815	• What effect did new scientific discoveries have on the religious views of elites and lower classes? **(SP-10)**
• Explain the influence of Enlightenment thought on European intellectual development from 1648 to 1815	• In what ways were women both participants in and subjects of discussion during the Scientific Revolution? **(IS-1, IS-4, IS-9)**
• Explain the factors contributing to and the consequences of demographic changes from 1648 to 1815	• To what extent did the Scientific Revolution affect the lives of the lower classes? **(Key Concept 1.5 V)**
• Explain how European cultural and intellectual life was maintained and changed throughout the period from 1648 to 1815	• In what ways and to what extent did monarchs of the period promote science as a way of adding to their political power? **(SP-2)**
• Explain how different forms of political power were influenced by Enlightenment thought from 1648 to 1815	• In what ways were the new scientific theories and methods of the seventeenth and eighteenth centuries a continuation of Renaissance thought, and to what extent were they a complete break? **(OS-1, OS-4)**
• Explain how and why political and religious developments challenged or reinforced the idea of a unified Europe from 1648 to 1815	• How did the popularization of scientific thought lead to the ideas of the Enlightenment?
• Explain how and why the Scientific Revolution and Enlightenment challenged the existing European order and understanding of the world	• In what ways and to what extent did Voltaire challenge the political, religious, and societal norms of his time? **(OS-7, SP-4, SP-11)**
	• How did Locke's ideas of natural law and natural rights influence Rosseau and other philosophes? **(OS-7, SP-4, SP-11)**
	• How did Adam Smith's new economic theories challenge mercantilism? **(OS-8)**
	• In what ways and to what extent did women participate in the Enlightenment? **(OS-2, OS-4, IS-6, IS-9)**
	• How did the Enlightenment influence the arts? How did Neoclassical art differ from the Baroque art of the previous era? **(OS-10)**
	• In what ways and to what extent did the ideas of the Enlightenment affect Europeans' views about their colonial empires and indigenous peoples? **(INT-1, INT-3, INT-6, INT-7, INT-11)**
	• In what ways were the ideals of the Enlightenment comparable to those of the Italian Renaissance? **(OS-3, OS-4, OS-5, OS-9, OS-10, OS-11)**
	• How and to what extent did rulers incorporate the ideals of the Enlightenment into their policies? **(SP-2, SP-4)**
	• How did competition for trade routes and dynastic ambitions cause wars and shifts in diplomatic ties among nations? **(SP-15, INT-6, INT-11)**
	• How did new forms of trade cause the need for innovation in banking and finance? **(PP-1, PP-2, PP-6)**
	• How were lower classes affected by the agricultural and Industrial Revolutions? **(IS-2, IS-4, IS-9)**
	• How did demographic patterns and family life change as people moved into cities? **(PP-2, PP-6, PP-7)**
	• In what ways did the slave trade affect European life and life in the colonies? **(INT-6, PP-1, PP-7)**

Assessment Evidence

Performance Tasks:
Historical Thinking Skills and Reasoning Processes:
- Identify and describe a historical context for a specific historical development or process (*Contextualization*)
- Explain how claims or evidence support, modify, or refute a source's argument (*Claims and Evidence in Sources*)
- Explain how a historical development or process relates to another historical development or process (*Making Connections*)
- Explain how a specific historical development or process is situated within a broader historical context (*Contextualization*)
- Explain the point of view, purpose, historical situation, and/or audience of a source (*Sourcing and Situation*)
- Use historical reasoning to explain relationships among pieces of historical evidence (*Argumentation*)

Course Content:
- Be able to trace the development of the science of astronomy from the work of Copernicus through that of Kepler, Galileo, and Newton
- Trace the development of the science of medicine from its early, primitive day through the discoveries of Paracelsus, Vesalius, and Harvey
- Explain the role that women played in the early years of modern science, recalling the obstacles that faced them
- Describe the competition between science and religion in the seventeenth century, and account for their inability to find common ground
- Discuss the new scientific method of learning, the role of the scientific societies on its growth and influence, and the impact it had on European society
- Be able to discuss the ideas and trends that formed the foundation for the Enlightenment
- Outline the assumptions and contributions to historical and human development of the philosophes
- Describe eighteenth century innovations in the visual arts, music, literature, and the writing of history
- Trace the changing attitudes toward social development, particularly crime and punishment, during the Age of Enlightenment
- Discusses the differences between high culture and popular culture
- Examine the attitude toward religion, both established churches and popular piety, of people great and small during the Enlightenment period

Other Evidence:
- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:
Digital Storytelling of Scientific Revolution and the Enlightenment (Unit IV Test)

Learning Plan

Learning Activities:
- **Contextualizing the Scientific Revolution and the Enlightenment (1-2 Days):** *Identify and describe a historical context for a specific historical development or process; identify key actors, terms, and events*
- **The Scientific Revolution (1-2 Days):** *Read and analyze a visual source related to the Scientific Revolution and write down any clarification and discussion questions that come to mind. Form groups around similar questions and find answers in the textbook or another source. Present findings and lead a discussion about links to other historical events, developments, or processes (such as the Renaissance, the Age of Discovery, or the Reformation)*
- **The Enlightenment (1-2 Days):** *Within a simulated Enlightenment Salon setting, focus not only on works of an assigned philosophe but also on the effects of the philosophe's works on culture, society, or government*
- **18th Century Society and Demographics (1 Day):** *Using a complex graph (with at least two data sets, such as the populations of cities and accumulation of wealth), compare the data to find a trend and draw a conclusion*
- **18th Century Culture and Arts, Enlightened and Other Approaches to Power, and Causation in the Age of the Scientific Revolution and the Enlightenment (8 Days):** *Using a variety of research, methodology, and multimedia tools, create and publish a digital story of an assigned actor(s) from the Scientific Revolution and/or the Enlightenment*

Resources:
- **Social Studies 9-12 Folder**
- **Readings from Spielvogel, J, S. (2021).** *Western Civilization: Since 1300* **(10th edition). Cengage.**
- **Suggestions for Further Readings from Spielvogel, J, S. (2021).** *Western Civilization: Since 1300* **(10th edition). Cengage.**
- **Mindtap – Mindtap is a fully, online, highly personalized learning experience built upon Cengage Learning content. Mindtap combines student learning tools – readings, multimedia, activities, and assessments – into a singular Learning Path that guides students through the course.**
- **College Board and AP Classroom**
- **Marco Learning**
- **tomrichey.net**

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):
New Jersey Student Learning Standards Social Studies (NJSLSSS)

- **6.2.12.A.2.a Compare the principal ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa**

ELA/Literacy
- **NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text**
- **W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals)**

4.0	**Students will be able to:**
	• Use historical reasoning to explain relationships among pieces of historical evidence

	• Identify and describe a historical context for a specific historical development or process
3.0	**Students will be able to:** • Understand the comparative qualities of the Enlightenment and their effects on the historical developments and processes of the period
2.0	**Students will be able to:** • Define the Enlightenment
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):
New Jersey Student Learning Standards Social Studies (NJSLSSS)
- **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**

ELA/Literacy
- **NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text**
- **W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals)**

4.0	**Students will be able to:** • Use historical reasoning to explain relationships among pieces of historical evidence • Identify and describe a historical context for a specific historical development or process
3.0	**Students will be able to:** • Make connections among historical developments and processes to identify continuity and/or change over time
2.0	**Students will be able to:** • Explain the Scientific Revolution and why it was important
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Provide ample opportunities for creative behavior • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions • Encourage students to test their ideas • Provide opportunities and give credit for self-initiated learning • Avoid overly detailed supervision and too much reliance on prescribed curricula • Allow time for reflection • Resist immediate and constant evaluation • Avoid comparisons to other students
Struggling Learners	• Assist students in getting organized • Give short directions • Use drill exercises • Give prompt cues during student performance • Let students with poor writing skills use a computer • Break assignments into small segments and assign only one segment at a time • Demonstrate skills and have students model them • Give prompt feedback • Use continuous assessment to mark students' daily progress

	• Prepare materials at varying levels of ability
English Language Learners	• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways • When possible, use pictures, photos, and charts • Corrections should be limited and appropriate • Do not correct grammar or usage errors in front of the class • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English • Integrate students' cultural background into class discussions • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	• Refer to page four in the **Parent and Educator Guide to Section 504** to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
Social Studies (NJSLSSS)
- **6.2.12.A.2.a Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa**
- **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.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy)**
- **6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world**
- **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**

ELA/Literacy
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
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The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy
Environmental Literacy

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration

Unit 5 Title: Conflict, Crisis, and Reaction in the Late 18th Century

Unit Description (Period 2: c. 1648-1815):

This unit carries over the themes of the creation of modern Europe, through political upheaval, social mobility, and intellectual transmission, from previous units. Different models of political sovereignty affected relationships among and between states and individuals. Simultaneously, revolutions in science, thinking, industry, commerce, and technology challenged the previous norms of the continent. The spread and application of new ideas, concepts, and practices altered institutions and culturally shocked Europe and the World. Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

Key to Learning Objective Theme Codes:

INT – Interaction of Europe and the World

PP – Poverty and Prosperity

OS – Objective Knowledge and Subjective Visions

SP – States and Other Institutions of Power

IS – Individual and Society

Sub-Unit Contextualization

   I.   **The French Revolution posed a fundamental challenge to Europe's existing political and social order (INT-7, INT-10, INT-11, PP-10, OS-3, OS-9, SP-1, SP-3, SP-4, SP-5, SP-7, SP-9, SP-11, SP-13, SP-15, SP-16, SP-17, IS-6, IS-7, IS-9, IS-10).**
   II. **Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent that eventually provoked a nationalistic reaction (PP-10, SP-3, SP-13, SP-16, SP-17, IS-6, IS-7, IS-9, IS-10).**
   III. **The European-dominated worldwide market economic network contributed to the agricultural, industrial, and consumer revolutions in Europe (INT-1, INT-3, INT-5, INT-6, INT-7, INT-9, INT-11, PP-1, PP-2, SP-5, IS-7).**
   IV. **Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith (PP-10, OS-4, OS-5, OS-7, OS-8, OS-9, SP-1, SP-4, SP-7, SP-9, SP-11, IS-6, IS-9).**
   V.   **New public venues and print media popularized Enlightenment ideas (INT-7, OS-2, OS-5, OS-6, OS-8, SP-10, SP-12, IS-3, IS-9).**
   VI. **The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good (PP-1, OS-10, SP-1).**

VII. **While Enlightenment values dominated the world of European ideas, they were challenged by the revival of public sentiment and feeling (OS-7, OS-10, OS-12).**

VIII. **Cities offered economic opportunity, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families (PP-2, PP-6, PP-9, PP-13, IS-2).**

IX. **Ideologies developed and took root throughout society as a response to industrial and political revolutions (PP-8, PP-10, PP-14, OS-4, OS-8, OS-9, OS-10, OS-12, SP-1, SP-3, SP-4, SP-7, SP-9, SP-11, SP-17, IS-5, IS-6, IS-7, IS-9, IS-10).**

Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10ᵗʰ edition). Cengage.

Unit Duration: 3-4 weeks

Desired Results

Standard(s):

NJSLSA ELA Literacy *RL.11-12.1., RL.11-12.7., RI.11-12.2., W.11-12.1., W.11-12.9., NJSLSA.SL1., NJSLSA.SL2., NJSLSA.SL3., NJSLSA.SL4., SL.11-12.1., SL.11-12.3., SL.11-12.4, NJSLSA.L3., NJSLSA.L4., NJSLSA.L6.*

New Jersey Student Learning Standards: Social Studies *6.2.12.1-6 A-G; 6.3.12.EconGE.1, 6.3.12.HistoryCA.2*

Indicators:

- Compare/Contrast the development of Great Britain & France
- Discuss the causes of the French revolution
- Identify the effects of revolutionary events on France between 1789- 1792
- Explain why the French revolution entered a radical phase and what this phase accomplished
- Describe the role of the Reign of Terror
- Explain the effects on Women of the French Revolution
- Compare/contrast the French revolution w/ previous revolutions in England and America
- Describe the ways in which Napoleon's policies rejected the accomplishments of the French revolution and the ways in which his polices strengthened the accomplishments of the French revolution
- Defend or refute this statement: Napoleon has been considered the greatest general of all time

Understandings:
Students will…
- Explain the context in which the European states experienced crisis and conflict from 1648 to 1815
- Explain the causes and consequences of European maritime competition from 1648 to 1815
- Explain the economic and political consequences of the rivalry between Britain and France from 1648 to 1815
- Explain the causes, events, and consequences of the French Revolution
- Explain how the events and developments of the French Revolution influenced political and social ideas from 1648 to 1815
- Explain the effects of Napoleon's rule on European social, economic, and political life
- Explain the nationalist responses to Napoleon's rule in Europe
- Explain how states responded to Napoleonic rule in Europe and the consequences of the response
- Explain how and why the Romantic Movement and religious revival challenged Enlightenment thought from 1648 to 1815

Essential Questions:
- How did competition for trade routes and dynastic ambitions cause wars and shifts in diplomatic ties among nations? **(SP-15, INT-6, INT-11)**
- How did new forms of trade cause the need for innovation in banking and finance? **(PP-1, PP-2, PP-6)**
- How were lower classes affected by the agricultural and Industrial Revolutions? **(IS-2, IS-4, IS-9)**
- How did demographic patterns and family life change as people moved into cities? **(PP-2, PP-6, PP-7)**
- In what ways did the slave trade affect European life and life in the colonies? **(INT-6, PP-1, PP-7)**
- How did political, economic, and social factors lead to the French Revolution? **(PP-10, OS-7, OS-9, SP-1, SP-4)**
- To what extent and in what ways did the nobility bring about its own destruction in revolutionary France? **(PP-10, OS-7, OS-9, SP-1, SP-4)**
- What did the middle class, the urban poor, and peasants want from the Revolution? What methods did they use to effect change? Did they achieve their goals? **(SP-5)**

• Explain how the developments and challenges to the political order resulted in change in the period from 1648 to 1815	• What caused the French Revolution to change from a time of idealism to one of terror and then back to a more conservative period? **(SP-1, SP-4, SP-7)** • How did women participate in the French Revolution, what were their goals, and did they achieve them? **(SP-9)** • How was Napoleon able to rise to power? To what extent did Enlightenment philosophy and French revolutionary ideals influence Napoleon's foreign and domestic policies? **(SP-3, SP-13, SP-16, SP-17, PP-10)** • Was Napoleon's fall from power mainly due to mistakes that he himself made, a coalition of powers working against him, or a combination of the two? **(SP-16, SP-17)** • In what ways did governments use the arts to influence the populace? **(OS-10)**

Assessment Evidence

Performance Tasks
Historical Thinking Skills and Reasoning Processes:
- Explain how a specific historical development or process is situated within a broader historical context (*Contextualization*)
- Explain a historical concept, development, or process (*Developments and Processes*)
- Identify patterns among or connections between historical developments and processes (*Making Connections*)
- Compare the arguments or main ideas of two sources (*Claims and Evidence in Sources)*
- Use historical reasoning to explain relationships among pieces of historical evidence (*Argumentation*)
- Explain how a historical development or process relates to another historical development or process (*Making Connections*)
- Explain how claims or evidence support, modify, or refute a source's argument (*Claims and Evidence in Sources*)

Course Content:
- Outline the assumptions and contributions to historical and human development of the philosophes
- Describe eighteenth century innovations in the visual arts, music, literature, and the writing of history
- Discusses the differences between high culture and popular culture
- Examine the attitude toward religion, both established churches and popular piety, of people great and small during the Enlightenment period
- Be able to discuss the causes and consequences of the American War for Independence
- Discuss the structure and problems of the colonial regime
- race the important events and personalities of the French Revolution from its beginnings to the coup d'état that brought Napoleon to power
- Trace the rise of Napoleon and how he restructured France as he redirected the energies of the revolution
- Recount the way Napoleon created his empire, why it did not last, and its effects on nations outside France

Other Evidence:
- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks:

Unit V Test

Document Based Question (DBQ)

Learning Plan

Learning Activities:
- **Contextualizing 18th Century States (1-2 Days):** *Explain how a specific historical development or process is situated within a broader historical context; identify key actors, terms, and events*
- **The Rise of Global Markets (1 Day):** *Explain a historical concept, development, or process*
- **Britain's Ascendency (1-2 Days):** *Make connections by consulting primary or secondary sources to initiate discussion on and illustrate understanding of economic and political consequences of the rivalry between Great Britain and France from 1648 to 1815*
- **The French Revolution and the French Revolution's Effects (2-4 Days):** *Respond to an AP-based prompt on the French Revolution and its Effects, utilizing historical reasoning to explain relationships among pieces of historical evidence through citation of claims and evidence in sources. Evaluate and reflect on arguments and perform self- or peer revisions of practice essays. Review practice claims (thesis), supporting evidence, and sourcing*
- **Napoleon's Rise, Dominance, and Defeat (2 Days):** *Debate whether Napoleon was a tyrant or a liberator using evidence and reasoning to support claims*
- **The Congress of Vienna (1 Day):** *Explain how claims or evidence support, modify, or refute a source's argument*
- **Romanticism (1 Day):** *Explain how a specific historical development or process is situated within a broader historical context*
- **Continuity and Change in 18th Century States (2 Days):** *On notecards, write concepts related to the political and social upheaval during the 18th century. Place the cards into a box and pick a concept at random. Take a few minutes to gather and recall information about the concept and then find the connection between concepts in pairs. Finally, write a brief explanation of how the concepts are related, in pairs*

Resources:
- **Social Studies 9-12 Folder**
- **Readings from Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.**
- **Suggestions for Further Readings from Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.**
- **Mindtap – Mindtap is a fully, online, highly personalized learning experience built upon Cengage Learning content. Mindtap combines student learning tools – readings, multimedia, activities, and assessments – into a singular Learning Path that guides students through the course.**
- **College Board and AP Classroom**
- **Marco Learning**
- **tomrichey.net**

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):
New Jersey Student Learning Standards Social Studies (NJSLSSS)
- **6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution**
- **6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government**

ELA/Literacy
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

	• W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

4.0	**Students will be able to:** • Write a document-based question using historical reasoning to explain relationships among pieces of historical evidence • Compare the arguments or central ideas/themes of two or more sources
3.0	**Students will be able to:** • Write an informative synopsis of events using claims and evidence in sources with a thesis
2.0	**Students will be able to:** • Students will summarize their findings in documents
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s): **New Jersey Student Learning Standards Social Studies (NJSLSSS)** • **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.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, the daily lives of men, women, and children, and the environment** **ELA/Literacy** • RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics

4.0	**Students will be able to:** • Use logical frameworks and primary and secondary sources (Comparison, Causation, Continuity and Change Over Time) to construct and evaluate a timeline of the narrative
3.0	**Students will be able to:** • Explain **one or two** points of view of individuals/groups that initiated revolutionary thoughts and actions using primary or secondary sources
2.0	**Students will be able to:** • Summarize events that brought change in this time period
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Provide ample opportunities for creative behavior • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions • Encourage students to test their ideas • Provide opportunities and give credit for self-initiated learning • Avoid overly detailed supervision and too much reliance on prescribed curricula • Allow time for reflection • Resist immediate and constant evaluation

	• Avoid comparisons to other students
Struggling Learners	• Assist students in getting organized • Give short directions • Use drill exercises • Give prompt cues during student performance • Let students with poor writing skills use a computer • Break assignments into small segments and assign only one segment at a time • Demonstrate skills and have students model them • Give prompt feedback • Use continuous assessment to mark students' daily progress • Prepare materials at varying levels of ability
English Language Learners	• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways • When possible, use pictures, photos, and charts • Corrections should be limited and appropriate • Do not correct grammar or usage errors in front of the class • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English • Integrate students' cultural background into class discussions • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	• Refer to page four in the **Parent and Educator Guide to Section 504** to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
Social Studies (NJSLSSS)
- **6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution**
- **6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government**
- **6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period**
- **6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy)**

- **6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds**
- **6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas**
- **6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities**
- **6.2.12.A.3.d 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.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.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes**
- **6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment**

ELA/Literacy
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- W.11-12.2. 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
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals)
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **A.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **B.** Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. **C.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **D.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy
Environmental Literacy

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration

Unit 6 Title: Industrialization and Its Effects
(Period 3: c. 1815-1914)

Unit Description:

Unit 6 presents a multitude of modern transformations Europe was undergoing during the time period. The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes. The effects of this transformation were largely ushered in by the spread of the Industrial Revolution, with its origins in Great Britain. Over time, the state played a larger role in the regulation of industry, especially on the continent. Industrial development impacted and shaped daily life for individuals and groups. Often, the problems of rapid industrialization were not met with known and effective solutions. A range of ideological, governmental, and collective responses confronted problematic imbalances, left in the wake of industrialization and social-political change. Suddenly Europeans became immersed in competing doctrines of reaction and revolution. European states struggled to maintain international stability in an age of nationalism and revolution. Culturally, ideas, lifestyle, and mood expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

Key to Learning Objective Theme Codes:

INT – Interaction of Europe and the World

PP – Poverty and Prosperity

OS – Objective Knowledge and Subjective Visions

SP – States and Other Institutions of Power

IS – Individual and Society

Sub-Unit Contextualization

  I. **In the seventeenth century, small landholdings, low-productivity, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the eighteenth century, Europeans began to escape from the Malthusian imbalance between population and the food supply, resulting in steady population growth (PP-2, PP-7).**

  II. **By the eighteenth century, family and private life reflected new demographic patterns and the effects of the commercial revolution (PP-7, IS-4, IS-9).**

  III. **Cities offered economic opportunity, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families (PP-2, PP-6, PP-9, PP-13, IS-2).**

  IV. **Great Britain established its industrial dominance through the mechanization of textile production, iron, and steel production, and new transportation systems (PP-1, PP-3, SP-5).**

  V. **Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship (PP-1, PP-3, SP-5, IS-3).**

VI.	During the Second Industrial Revolution, (c. 1870-1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity (INT-4, INT-6, PP-1, PP-3, PP-4, PP-7, SP-5, SP-10, IS-3).
VII.	Industrialization promoted the development of new classes in the industrial regions of Europe (PP-6, IS-2, IS-5, IS-7).
VIII.	Europe experienced rapid population growth and urbanization, leading to social dislocations (PP-6, PP-7, PP-13).
IX.	Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families (PP-7, PP-15, OS-4, OS-8, IS-4, IS-5, IS-6, IS-7, IS-9).
X.	A heightened consumerism developed as a result of the Second Industrial Revolution (PP-1, PP-4, IS-3).
XI.	Because of the persistence of primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization, while facing famine, debt, and land shortages (PP-3, IS-10).
XII.	Ideologies developed and took root throughout society as a response to industrial and political revolutions (PP-8, PP-10, PP-14, OS-4, OS-8, OS-9, OS-10, OS-12, SP-1, SP-3, SP-4, SP-7, SP-9, SP-11, SP-17, IS-5, IS-6, IS-7, IS-9, IS-10).
XIII.	Government responded to the problems created or exacerbated by industrializationby expanding their functions and creating modern bureaucratic states (PP-6, PP-13, PP-15, OS-8, SP-1, SP5, IS-3).
XIV.	Political movements and social organizations responded to the problems of industrialization (PP-8, PP-14, PP-15, OS-4, OS-8, SP-1, SP-4, SP-7, SP-9, SP-12, IS-5, IS-6, IS-7, IS-9).
XV.	The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism (PP-10, OS-3, OS-9, SP-3, SP-4, SP-7, SP-11, SP-14, SP-16, SP-17, IS-5).
XVI.	The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany, as well as liberal reforms elsewhere (PP-3, PP-10, OS-12, SP-4, SP-7, SP-14, SP-17, SP-18).
XVII.	Romanticism broke with neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion (PP-14, OS-10, OS-12, OS-13).
XVIII.	Following the revolutions of 1848, Europe turned toward a realist and materialist worldview (INT-2, PP-10, PP-14, OS-8, IS-7, IS-10).

Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.

Unit Duration: 3-4 weeks

Desired Results

Standard(s):

NJSLSA ELA Literacy *RL.11-12.1., RL.11-12.7., RI.11-12.2., W.11-12.1., W.11-12.9., NJSLSA.SL1., NJSLSA.SL2., NJSLSA.SL3., NJSLSA.SL4., SL.11-12.1., SL.11-12.3., SL.11-12.4, NJSLSA.L3., NJSLSA.L4., NJSLSA.L6.*

New Jersey Student Learning Standards: Social Studies *6.2.12.1-6 A-G; 6.3.12.EconGE.1, 6.3.12.HistoryCA.2*

Indicators:

- Explain why the industrial revolution began in Great Britain
- Discuss and trace the role of the factory in the early industrial revolution. Analyze what made the factory system possible. Cite and explain the impact it had on the lives of workers, especially on women
- Compare/contrast the patterns of industrialization in continental Europe and the U.S. w/ Great Britain
- Discuss the role of government in the industrial development of the western world. Expand on the ways that government encouraged industrialization and its attempt to check the excesses of industrialization. Assess whether modern day efforts to curb industrial excesses are the same or different from what they were centuries ago
- Discuss the congress of Vienna and what it tried to accomplish in Europe. Argue whether it succeeded or not
- Explain the chief ideas associated w/ the ideology of conservatism in the first half of the 19th century. Described how these ideas were put into practice between 1815 & 1830
- Explain the chief ideas associated w/ the ideologies of liberalism, nationalism, and early utopian socialism. Describe how these ideologies affected many people. Explain their similarities and differences
- Discuss the revolutions of 1848 in France, central Europe, and Italy. What caused them? What did they achieve initially? Why did the revolutionary forces fail? What did the revolutions actually achieve?
- Understand how Great Britain was able to avoid revolution in the 1830's and 1840's
- List the specific ways in which Europe responded to the need for order in society in the first half of the 19th century
- Discuss the major ideas of Romanticism and show why they were related to the political, social, and literary forces of the age

Understandings:	**Essential Questions:**
Students will…	
- Explain the context in which industrialization originated, developed, and spread in Europe	- What advantages did Great Britain have that allowed it to industrialize first? **(PP-1, PP-3, OS-6)**
- Explain the factors that influenced the development of industrialization in Europe from 1815 to 1914	- How did rulers of governments take advantage of the industrialization of their countries to enhance their power? **(PP-1, SP-5)**
- Explain how innovations and advances in technology during the Industrial Revolutions led to economic and social change	- How did the Industrial Revolution change the relationship of European countries to their colonies? **(INT-1)**
- Explain how industrialization influenced economic and political development throughout the period from 1815 to 1914	- Why did Industrialization fail to take hold as quickly in eastern and southern Europe as it had in the west? **(PP-3, PP-4, IS-10)**
- Explain the causes and consequences of social developments resulting from industrialization	- How did the Industrial Revolution affect both the middle-class factory owners and the lower-class workers? **(PP-6, PP-7)**
- Explain how the European political order was maintained and challenged from 1815 to 1914	- What roles did women play in the Industrial Revolution, and how were they and their families affected by it? **(PP-3, PP-7, IS-6)**
- Explain how and why various groups reacted against the existing order from 1815 to 1914	- How did the Industrial Revolution lead to changes in transportation and communication, and how did this affect the lives of Europeans? **(INT-6, PP-4)**
- Explain how and why different intellectual developments challenged the political and social order from 1815 to 1914	- How did the Industrial Revolution affect the themes artists and writers chose to depict in their works? **(OS-12, PP-14)**
- Explain the various movements and calls for social reform that resulted from intellectual developments from 1815 to 1914	- How did conservatives attempt to repair the damage of the Napoleonic period and maintain traditional political authority? **(OS-3, SP-3, SP-14)**
- Explain how and why governments and other institutions responded to challenges resulting from industrialization	- How can the revolts in Latin America be seen as both a product of European exploitation and a cause of further rebellion in Europe? **(INT-10)**
- Explain the influence of innovations and technological developments in Europe from 1815 to 1914	- How do the revolts of the period 1820-1848 reflect the impact of nationalism and constitutionalism in Europe? **(OS-9, SP-4, SP-7, SP-11, SP-17, IS-10)**
	- How did middle-class liberals justify their wish for equality along with their mistreatment of the lower class? **(OS-8, PP-10, IS-9, PP-13)**
	- How did the revolts in France exemplify the changes occurring in European class structure? How did Great Britain avoid rebellion? **(PP-13, PP-15)**

- What new ideological movements attempted to better the lives of workers, women, and slaves? **(OS-4)**
- How can the Romantic movement be seen as a response to ideals of the Enlightenment, the Industrial Revolution, and nationalistic revolt? **(OS-10, OS-12, OS-13)**

Assessment Evidence

Performance Tasks:

Historical Thinking Skills and Reasoning Processes:

- Explain how a specific historical development or process is situated within a broader historical context (*Contextualization*)
- Explain a historical concept, development, or process (*Developments and Processes*)
- Identify patterns among or connections between historical developments and processes (*Making Connections*)
- Compare the arguments or main ideas of two main sources (*Claims and Evidence in Sources*)
- Explain how a historical development or process relates to another historical development or process (*Making Connections*)
- Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: (a) Explain nuance of an issue by analyzing multiple variables. (b) Explain relevant and insightful connections within and across periods. (c) Explain the relative historical significance of a source's credibility and limitations. (d) Explain how or why a historical claim or argument is or is not effective. (*Argumentation*)
- Explain the point of view, purpose, historical situation, and/or audience of a source (*Sourcing and Situation*)

Course Content:

- Explain why Britain was the first nation to industrialize and how it was accomplished
- Trace the spread of the industrial revolution onto the continent of Europe and to the United States, and show how it differed from country to country
- Explain how industrialization affected population growth and life in cities
- Describe the effects industrialization had on class structures and the new ways of life for each of the new classes
- Outline the various plans of reform offered by people concerned with the working and living conditions of urban laborers and discuss what happened to each plan
- Be able to discuss the order, which the victorious powers imposed upon post Napoleonic Europe and explain why it was so successful for such a long period of time
- Describe the way the major powers dealt with liberal and nationalistic uprisings in various parts of the continent during the nineteenth century
- List the primary tenets of the liberalism that challenged the conservative establishment throughout the century, and determine how successful liberalism was in the challenge

Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

- Discuss the main tenets of conservatism, nationalism, and utopian socialism
- Explain the reasons for and the consequences of the revolutions that swept the continent in 1830 and 1848
- Discuss the major assumptions and characteristics of Romanticism, and show how its various representatives affected literature, music, and art

Benchmarks:

Unit VI Test

Learning Plan

Learning Activities:
- **Contextualizing Industrialization and Its Origins and Effects (1-2 Days):** *Explain how a specific historical development or process is situated within a broader historical context; identify key actors, terms, and events*
- **The Spread of Industry Throughout Europe (1 Day):** *Explain a historical concept, development, or process*
- **Second Wave of Industrialization and Its Effects (1-2 Days):** *Identify patterns among or connections between historical developments and processes; reflect on the continuity and/or change of Industrialization and Its Effects from the first wave to the second*
- **Social Effects of Industrialization (1-2 Days):** *Use a Venn diagram and quickwrite as strategies during a guided discussion to compare the arguments of two historians (e.g., Katrina Honeyman and Mary Jo Maynes) over the social effects of industrialization*
- **The Concert of Europe and European Conservatism (1 Day):** *Use a concept web to help students make connections between industrialization and the concert of Europe and European conservatism*
- **Reactions and Revolutions (2-3 Days):** *Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: (a) Explain nuance of an issue by analyzing multiple variables. (b) Explain relevant and insightful connections within and across periods. (c) Explain the relative historical significance of a source's credibility and limitations. (d) Explain how or why a historical claim or argument is or is not effective; practice formulating and generating complexity in a writing exercise*
- **Ideologies of Change and Reform Movements (2 Days):** *Focus not only on the ideas of an assigned ideology but also on the effects of the ideology on culture, society, or government*
- **19th-Century Social Reform and Institutional Responses and Reform (2 Days):** *Lead a debrief on the various social and institutional responses and reforms of the 19th-century to ensure understanding. Encourage the asking of questions to clarify understanding. End the debrief with a short writing activity or exit ticket*
- **Causation in the Age of Industrialization (1 Day):** *Ask the question "What were the most significant effects of capitalism's development?" to initiate illustration of understanding. Refer to arguments from primary sources used in this unit*

Resources:
- **Social Studies 9-12 Folder**
- **Readings from Spielvogel, J, S. (2021).** *Western Civilization: Since 1300* **(10th edition). Cengage.**
- **Suggestions for Further Readings from Spielvogel, J, S. (2021).** *Western Civilization: Since 1300* **(10th edition). Cengage.**
- **Mindtap – Mindtap is a fully, online, highly personalized learning experience built upon Cengage Learning content. Mindtap combines student learning tools – readings, multimedia, activities, and assessments – into a singular Learning Path that guides students through the course.**
- **College Board and AP Classroom**
- **Marco Learning**
- **tomrichey.net**

Standard(s):
New Jersey Student Learning Standards Social Studies (NJSLSSS)

- **6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government**
- **6.2.12.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.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes**
- **6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment**

ELA/Literacy

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics

4.0	**Students will be able to:** • Identify and analyze technological changes and new forms of industrial organization and how these changes transformed Europe and Europe's interaction with the world
3.0	**Students will be able to:** • Explain the connection between the agricultural revolution, population growth, Industrialization, specialization of labor, and urbanization their causes
2.0	**Students will be able to:** • List the groundbreaking innovations of the period
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):
New Jersey Student Learning Standards Social Studies (NJSLSSS)

- **6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities**
- **6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution**
- **6.2.12.B.3.b Relate the role of geography to the spread of independence movements in Latin America**
- **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.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period**

ELA/Literacy

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics

4.0	**Students will be able to:** • Analyze, evaluate, and reflect on the Ideologies of Change and their subsequent effect(s) on nations and states
3.0	**Students will be able to:** • Assess the cracks in the Congress System and why *reaction* clashed with change
2.0	**Students will be able to:** • Explain how and why revolutions bring about change
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Provide ample opportunities for creative behavior • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions • Encourage students to test their ideas • Provide opportunities and give credit for self-initiated learning • Avoid overly detailed supervision and too much reliance on prescribed curricula • Allow time for reflection • Resist immediate and constant evaluation • Avoid comparisons to other students
Struggling Learners	• Assist students in getting organized • Give short directions • Use drill exercises • Give prompt cues during student performance • Let students with poor writing skills use a computer • Break assignments into small segments and assign only one segment at a time • Demonstrate skills and have students model them • Give prompt feedback • Use continuous assessment to mark students' daily progress • Prepare materials at varying levels of ability
English Language Learners	• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways • When possible, use pictures, photos, and charts • Corrections should be limited and appropriate • Do not correct grammar or usage errors in front of the class • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English • Integrate students' cultural background into class discussions

	• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
	• Use concrete examples to introduce concepts • Make learning activities consistent • Use repetition and drills spread over time • Provide work folders for daily assignments • Use behavior management techniques, such as behavior modification, in the area of adaptive behavior • Break assignments into small segments and assign only one segment at a time • Demonstrate skills and have students model them • Encourage students to function independently • Give students extra time to both ask and answer questions while giving hints to answers • Give simple directions and read them over with students • Shorten the number of items on exercises, tests, and quizzes
Learners with a 504	• Refer to page four in the **Parent and Educator Guide to Section 504** to assist in the development of appropriate plans.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org

Interdisciplinary Connections

Indicators:
Social Studies (NJSLSSS)
- **6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution**
- **6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government**
- **6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period**
- **6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy)**
- **6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds**
- **6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas**
- **6.2.12.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities**
- **6.2.12.B.3.b Relate the role of geography to the spread of independence movements in Latin America**
- **6.2.12.A.3.d 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.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.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment**

ELA/Literacy

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- W.11-12.2. 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
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals)
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **A.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **B.** Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. **C.** Propel

conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **D.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy
Environmental Literacy

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration

Unit 7 Title: 19th-Century Perspectives and Political Developments

Unit Description (Period 3: c. 1815-1914):

This unit demonstrates the impact of chain reactions throughout a burst of European History. The problems of Industrialization provoked a range of ideological, governmental, and collective responses. Following the creation of the Congress System, states struggled to maintain international stability in an age of nationalism and revolution. A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers. European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

Key to Learning Objective Theme Codes:

INT – Interaction of Europe and the World

PP – Poverty and Prosperity

OS – Objective Knowledge and Subjective Visions

SP – States and Other Institutions of Power

IS – Individual and Society

Sub-Unit Contextualization

I. **Ideologies developed and took root throughout society as a response to industrial and political revolutions (PP-8, PP-10, PP-14, OS-4, OS-8, OS-9, OS-10, OS-12, SP-1, SP-3, SP-4, SP-7, SP-9, SP-11, SP-17, IS-5, IS-6, IS-7, IS-9, IS-10).**

II. **Government responded to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states (PP-6, PP-13, PP-15, OS-8, SP-1, SP5, IS-3).**

III. **Political movements and social organizations responded to the problems of industrialization (PP-8, PP-14, PP-15, OS-4, OS-8, SP-1, SP-4, SP-7, SP-9, SP-12, IS-5, IS-6, IS-7, IS-9).**

IV. **The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany, as well as liberal reforms elsewhere (PP-3, PP-10, OS-12, SP-4, SP-7, SP-14, SP-17, SP-18).**

V. **The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order (SP-13, SP-14, SP-17, SP-18).**

VI. **European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa (INT-1, INT-2, INT-6, INT-7, INT-10, INT-11, SP-17, SP-18, IS-10).**

VII. **Industrial and technological developments (i.e. the Second Industrial Revolution) facilitated European control of global empires (INT-3, INT-4, OS-6, SP-13, IS-3).**

VIII. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control (INT-7, INT-9, INT-10, INT-11, OS-6, SP-9, SP-17, SP-18, IS-7, IS-10).

IX. Romanticism broke with neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion (PP-14, OS-10, OS-12, OS-13).

X. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview (INT-2, PP-10, PP-14, OS-8, IS-7, IS-10).

XI. A new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life (OS-8, OS-10, OS-12, OS-13).

Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.

Unit Duration: 4 weeks

Desired Results

Standard(s):

NJSLSA ELA Literacy *RL.11-12.1., RL.11-12.7., RI.11-12.2., W.11-12.1., W.11-12.9., NJSLSA.SL1., NJSLSA.SL2., NJSLSA.SL3., NJSLSA.SL4., SL.11-12.1., SL.11-12.3., SL.11-12.4, NJSLSA.L3., NJSLSA.L4., NJSLSA.L6.*

New Jersey Student Learning Standards: Social Studies *6.2.12.1-6 A-G; 6.3.12.EconGE.1, 6.3.12.HistoryCA.2*

Indicators:

- Assess the accomplishments and failures of Louis Napoleon's regime in terms of the impact his policies had on France
- Evaluate the unification of Italy and Germany. Evaluate the roles of Cavour and Bismarck in the unification of their countries and how they were similar/ different. Evaluate the roles war and diplomacy played in the two unification movements
- Despite the defeat of the revolutions of 1848, the forces of liberalism and nationalism triumphed after 1850. Analyze the extent to which this is true of the Austrian Empire, Russia and Great Britain
- List the chief ideas of Marxism and explain why Marxism can be viewed primarily as a product of its age
- Explain how realism differs from romanticism. Understand how and why realism reflected the economic and social realities of Europe during the middle decades of the 19th century
- Analyze and debate what force or forces played the most important role in driving the progress of European social and political reform in the later 19th century
- Analyze the extent to which emergence & development of socialist parties and trade unions met the needs of the working classes between 1871 and the end of the century
- Discuss the structure of European society between 1870 & 1894. Why do Historians focus so much attention on the middle-class during this period
- Compare/contrast middle-class and working class families. How do you explain the similarities and the differences
- Between 1871 & 1894, two major domestic political issues involved the achievement of liberal practices and the growth of political democracy. Evaluate the extent to which these were realized in Great Britain, France, Spain, And Italy
- Know how and why the old order continued to persist in central and eastern Europe
- Explain how the discoveries of seventeenth-century scientists like Newton were undermined by new scientific discoveries and theories
- Identify Darwin, Nietzsche, and Freud and how they changed views of human nature and how human nature was represented in the arts
- Explain how new philosophies of the late nineteenth century affected the arts and caused a new view of the individual to develop
- Explain how Social Darwinism justified racist, anti-Semitic, and imperialist policies. Evaluate how the expansion of rights affected men and women in the late nineteenth century. Identify groups that suffered persecution during this period
- Explain new economic and technical advances that allowed Europeans to colonize Africa and Asia
- Analyze the impact militarism had on domestic and foreign policies
- Explain how and why imperialism affected society and culture in Europe

- Compare the political, economic, and social lives of late-nineteenth-century western Europeans with the people living in Russia and eastern Europe

Understandings:	Essential Questions:
Students will… • Explain the context in which nationalistic and imperialistic sentiments developed in Europe from 1815 to 1914 • Explain how the development and spread of nationalism affected Europe from 1815 to 1914 • Explain the factors that resulted in Italian unification and German unification • Explain how nationalist sentiment and political alliances led to tension between and among European powers from 1815 to 1914 • Explain how Darwin's theories influenced scientific and social developments from 1815 to 1914 • Explain how science and other intellectual disciplines developed and changed throughout the period from 1815 to 1914 • Explain the motivations that led to European imperialism in the period from 1815 to 1914 • Explain how technological advances enabled European imperialism from 1815 to 1914 • Explain how European imperialism affected both European and nonEuropean societies • Explain the continuities and changes in European artistic expression from 1815 to 1914 • Explain the influence of nationalist and imperialist movements on European and global stability	• How did the reign of Napoleon III of France illustrate the political and social norms of the period? **(SP-14, SP-17, SP-18)** • To what extent was the weakening of the Ottoman Empire the main cause of the outbreak of the Crimean War? **(SP-14)** • How did the motivations for the Crimean War and the Treaty of Paris constitute a break from the wars of the early nineteenth century? **(SP-18)** • How did Industrialization and new military technology affect warfare? **(SP-14)** • How did practitioners of *Realpolitik* use nationalism to strengthen and unify their countries? **(SP-17)** • Compare the motives and actions of Bismarck in the second half of the nineteenth century to those of Metternich earlier in the century. **(SP-18, SP-14, SP-7, SP-4)** • In what ways did governments try to manage economic markets in the late nineteenth century? **(IS-5, IS-2, P-14, PP-10, PP-9)** • How did Marxist socialism differ from utopian socialism? Why did it appeal more to workers? **(PP-8, PP14, IS-7)** • How did participation in group activities and associations strengthen class identity among both the bourgeoisie and proletariat? **(SP-12, OS-9, IS-9)** • How were Realist artists and writers influenced by the ideals of their time? **(OS-8)** • How did Industrialization spread through Germany and most of western Europe in the late nineteenth century? How did this affect both the politics of the period and the people of those countries? **(SP-5, PP-6, PP-13, PP-15, IS-5)** • What reforms did governments make to better the lives of workers both in the factories and in their homes? **(PP-1, PP-3, PP-4, SP-10)** • How did consumerism, brought about by the Second Industrial Revolution, affect the lives of the middle-class and working people? **(PP-4, PP-6, IS-4)** • How did mass political movements work to bring about the change in the workplace and in society? **(PP-8, PP-15, IS-7)** • How did the beliefs of anarchists and evolutionary socialists differ from earlier forms of socialism? **(OS-8, OS-9, OS-10, SP-4, SP-7, SP-12, IS-5)** • What were the gender roles for men and women mandated by the "cult of domesticity"? **(OS-4, IS-2, IS-3, IS-4, IS-6, IS-9)** • How did bourgeois and working-class families use their increased leisure time? **(IS-5, IS-7)** • To what extent did the old political and social order persist in Europe and Russia? **(PP-3, IS-10)** • How were the theories of the seventeenth-century scientists like Newton undermined by new scientific discoveries and theories? **(INT-2, INT-7)**

- How did Darwin, Nietzsche, and Freud change views of human nature? How did these views influence the arts? **(INT-2, INT-7, OS-6, OS-8, OS-10, OS-12, OS-13)**
- In what ways did new philosophies of the late nineteenth century affect the arts and cause a new view of the individual to develop? **(OS-12, OS-13, IS-10)**
- How was Social Darwinism used to justify racist, anti-Semitic, and imperialist policies? **(INT-2, INT-7)** How did the expansion of rights affect men and women in the late nineteenth century? What groups still suffered persecution during this period? **(SP-9, SP-12)**
- What new economic and technical advances allowed Europeans to colonize Africa and Asia? How did they justfy their actions? **(INT-2, INT-7, INT-11)**
- What impact did militarism have on domestic and foreign policies? **(SP-9, SP-17, SP-18)**
- How did imperialism affect society and culture in Europe? **(IS-2, IS-10, PP-4, PP-15)**
- Compare the political, economic, and social lives of late-nineteenth century western Europeans with the people living in Russia and eastern Europe. **(PP-3, IS-10)**

Assessment Evidence

Performance Tasks:
Historical Thinking Skills and Reasoning Processes:
- Explain how a specific historical development or process is situated within a broader historical context (*Contextualization*)
- Explain how a historical development or process relates to another historical development or process (*Making Connections*)
- Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source (*Sourcing and Situation*)
- Identify patterns among or connections between historical developments and processes (*Making Connections*)
- Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: (a) Explain nuance of an issue by analyzing multiple variables. (b) Explain relevant and insightful connections within and across periods. (c) Explain the relative historical significance of a source's credibility and limitations. (d) Explain how or why a historical claim or argument is or is not effective. (*Argumentation*)
- Explain a historical concept, development, or process (*Developments and Processes*)

Course Content:
- Be able to describe the rise of Louis Napoleon and explain why and how he was able to have such an influence on France at the middle of the nineteenth century
- Trace the progress of the movement to unify Italy, explaining the effects of ideology, personality, and fortune in its final success
- Trace the progress of the movement to unify Germany, explaining the effects of ideology, personality, and fortune in its final success

Other Evidence:
- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

- Discuss reform efforts in the Austrian Empire, Russia, and Great Britain
- Describe important events in the United States and Canada
- List important changes in the industrial economy
- Explain Karl Marx's motives and methods as he wrote his books, and account for his certainty that he knew the future
- Describe the advances in science during the middle and later nineteenth century, and show how these advances affected European society, including culture
- Be able to discuss the "intellectual ferment" of the late nineteenth century and the new ideas that competed for attention
- Examine the status of European Jews and why the idea of Zionism proved so appealing to many of them, and why it was not implemented
- Describe the status of women and the struggle for equal rights
- Examine the plight of the working classes and how they sought to better their condition
- Discuss the important political changes seen in Europe and North America at the turn of the twentieth century
- Explain why Europe pursued a new imperialism toward the end of the nineteenth century and how the creation of broad empires proved so relatively easy
- Discuss how imperialism affected the native inhabitants of the colonies
- Describe the regional wars, international rivalries, and intrigues that made it likely there would be a major war at the beginning of the twentieth century
- Explain how European national rivalries and strategic concerns fostered imperial expansion and competition for colonies
- Explain how the search for raw materials and markets for manufactured goods, as well as strategic and nationalistic considerations, drove Europeans to colonize Africa and Asia, even as European colonies in the Americas broke free politically, if not economically
- Explain how European imperialists justified overseas expansion and rule by claiming cultural and racial superiority
- Discuss how the development of advanced weaponry ensured the military advantage of Europeans over colonized areas
- Understand how communication and transportation technologies facilitated the creation and expansion of European empires
- Explain how advances in medicine enabled European survival in Africa and Asia
- Explain why imperialism created diplomatic tensions among European states that strained alliance systems
- Explain how and why imperial encounters with non-European peoples influenced the styles and subject matter of artists and writers and provoked debate over the acquisition of colonies
- Discuss how non-Europeans became educated in Western values, and challenged European imperialism through nationalist movements and by modernizing local economies and societies

Benchmarks:

Unit VII Test

Learning Plan

Learning Activities:

- **Contextualizing 19th-Century Perspectives and Political Developments (1-2 Days):** *Explain how a specific historical development or process is situated within a broader historical context; identify key actors, terms, and events*
- **Nationalism (1-2 Days):** *Explain how a historical development or process relates to another historical development or process*
- **National Unification and Diplomatic Tensions (1-2 Days):** *Analyze primary and secondary sources and explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source*
- **Darwinism, Social Darwinism (2-3 Days):** *Analyze a 19th-century illustration arguing in support for social Darwinism. Write down any clarification and discussion questions that come to mind with a goal toward explaining the limitations of the source's argument. Form groups around similar questions and find evidence in other sources that refute the source's argument. Present findings and then lead a discussion about the motivations behind this movement and how it connects to ethnic nationalism*
- **The Age of Modernity and Progress (1 Day):** *Identify patterns among or connections between historical developments and processes*
- **New Imperialism: Motivations and Methods (3-4 Days):** *Work through writing components of a full practice long essay question (claim, evidence, historical reasoning, and addressing alternative perspectives demonstrating a complex understanding) on the political and economic motivations for the new imperialism, and then perform self- or peer revisions of the practice argument essays. Review and assess self-arguments and peer-arguments*
- **Imperialism's Global Effects (1-2 Days):** *Ask the question, "How did imperialism change Europe's relationship with the world?" to initiate a Socratic seminar. In the discussion, participants illustrate their knowledge of the causes and effects of the new imperialism and make connections between and among related global events (such as the Fashoda crisis or the Sepoy Mutiny)*
- **19th-Century Culture and Arts (1-2 Days):** *Analyze the patterns of continuity and change over time in 19th-century culture and the arts by posing a question, such as, "Explain the continuities and changes in European artistic expression from 1815 to 1914." Share responses with a partner, and engage in a group discussion to discover which changes or continuities were used as examples and to enhance understanding*
- **Causation in 19th-Century Perspectives and Political Developments (1 Day):** *Explain a historical concept, development, or process*

Resources:

- **Social Studies 9-12 Folder**
- **Readings from Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.**
- **Suggestions for Further Readings from Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.**
- **Mindtap – Mindtap is a fully, online, highly personalized learning experience built upon Cengage Learning content. Mindtap combines student learning tools – readings, multimedia, activities, and assessments – into a singular Learning Path that guides students through the course.**
- **College Board and AP Classroom**
- **Marco Learning**
  tomrichey.net

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): **New Jersey Student Learning Standards Social Studies (NJSLSSS)** • **6.2.12.A.3.b 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 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.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.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, the daily lives of men, women, and children, and the environment** **ELA/Literacy** • RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain • RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text • RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) • RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) • RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics • RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text	

4.0	**Students will be able to:** • Make connections among and between economic, commercial, technological, industrial, national, and political movements and their affects on society and culture of Europe and peoples around the world
3.0	**Students will be able to:** • Use primary or secondary sources to cite evidence and question an argument
2.0	**Students will be able to:** • Define Social Darwinism and how it differed from evolutionary science
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):   **New Jersey Student Learning Standards Social Studies (NJSLSSS)**   • **6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations**   • **6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914**   • **6.2.12.C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence**   • **6.2.12.D.3.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**

ELA/Literacy
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

4.0	**Students will be able to:** • Write an LEQ providing a coherent thesis and citing strong evidence in support of the argument; carry said written arguments to discussion
3.0	**Students will be able to:** • Understand arguments and counterarguments of imperialism and participate in discussion
2.0	**Students will be able to:** • Formulate an unclear argument without sufficient evidence to support
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Provide ample opportunities for creative behavior • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions • Encourage students to test their ideas • Provide opportunities and give credit for self-initiated learning • Avoid overly detailed supervision and too much reliance on prescribed curricula • Allow time for reflection • Resist immediate and constant evaluation • Avoid comparisons to other students
Struggling Learners	• Assist students in getting organized • Give short directions • Use drill exercises • Give prompt cues during student performance • Let students with poor writing skills use a computer • Break assignments into small segments and assign only one segment at a time • Demonstrate skills and have students model them • Give prompt feedback • Use continuous assessment to mark students' daily progress • Prepare materials at varying levels of ability
English Language Learners	• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways • When possible, use pictures, photos, and charts • Corrections should be limited and appropriate • Do not correct grammar or usage errors in front of the class • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English • Integrate students' cultural background into class discussions

	• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	• Refer to page four in the **Parent and Educator Guide to Section 504** to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
Social Studies (NJSLSSS)
- **6.2.12.A.3.b 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 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.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.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, the daily lives of men, women, and children, and the environment**
- **6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations**
- **6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914**
- **6.2.12.C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence**
- **6.2.12.D.3.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**

ELA/Literacy
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- W.11-12.2. 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
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals)
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **A.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **B.** Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. **C.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **D.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy
Environmental Literacy

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration

Unit 8 Title: 20ᵗʰ-Century Global Conflicts

(Period 4: c. 1914-present)

Unit Description:

This unit critically examines, analyzes, and reflects upon the instability and ultimate polarization of Europe, and the world, in the 20ᵗʰ century. Total war and political precariousness in the first half of the twentieth century gave way to a polarized state order during the Cold War, and eventually to efforts at transnational union. The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle among liberal democracy, communism, and fascism. During the twentieth century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards. Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

Key to Learning Objective Theme Codes:

INT – Interaction of Europe and the World

PP – Poverty and Prosperity

OS – Objective Knowledge and Subjective Visions

SP – States and Other Institutions of Power

IS – Individual and Society

Sub-Unit Contextualization

I. **World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished (INT-8, INT-9, INT-11, SP-6, SP-13, SP-14, SP-17, SP-18, IS-8).**

II. **The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few (INT-8, SP-6, SP-14, SP-17).**

III. **The interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization (SP-6, SP-8, SP-13, SP-14, SP-17, IS-7, IS-10).**

IV. **The Russian Revolution created a regime based on Marxist-Leninist theory (PP-3, PP-8, PP-10, PP-15, PP-16, SP-5, SP-6, SP-8, IS-5, IS-8, IS-10).**

V. **The ideology of fascism, with roots in the pre-World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability (PP-8, PP-11, OS-9, OS-12, SP-6, SP-8, SP-10, SP-14, SP-17, IS-8, IS-10).**

VI.   **The Great Depression, caused by weakness in international trade and monetary theories and practices, undermined Western European democracies and formented radical political responses throughout Europe (INT-8, PP-8, PP-11, PP-16, SP-5).**

VII.   **The widely held belief in progress characteristic of much of nineteenth-century thought began to break down before World War I; the experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks (PP-11, PP-14, OS-8, OS-10, IS-8).**

VIII.   **Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge (PP-4, OS-8, SP-1, SP-13).**

IX.   **Organized religion continued to play a role in European social and cultural life, despite the challenges of military and ideological conflict, modern secularism, and rapid social changes (INT-7, INT-11, OS-3, OS-11, SP-3, IS-10).**

X.   **The twentieth century was characterized by large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living (INT-6, PP-1, PP-4, PP-5, SP-10, IS-3, IS-7, IS-8, IS-10).**

Spielvogel, J, S. (2021). *Western Civilization: Since 1300* **(10th edition). Cengage.**

Unit Duration: 4 weeks

Desired Results

Standard(s):

NJSLSA ELA Literacy *RL.11-12.1., RL.11-12.7., RI.11-12.2., W.11-12.1., W.11-12.9., NJSLSA.SL1., NJSLSA.SL2., NJSLSA.SL3., NJSLSA.SL4., SL.11-12.1., SL.11-12.3., SL.11-12.4, NJSLSA.L3., NJSLSA.L4., NJSLSA.L6.*

New Jersey Student Learning Standards: Social Studies *6.2.12.1-6 A-G; 6.3.12.EconGE.1, 6.3.12.HistoryCA.2*

Indicators:

- Discuss the long- and short-term causes of WWI
- Explain the importance of the decisions made by European statesmen during the summer of 1914 in causing the war
- Analyze which nation, if any, played the biggest role in the start of WWI based on evidence
- Discuss the course of the first two years of WWI; understand why many expected a short war and why it ultimately was not
- Explain why the war became a "war of attrition" and why warring nations did not make peace by the end of 1916
- Discuss why 1917 can be viewed as the year that witnessed the decisive turning point of the WWI
- Discuss the effects of WWI on political, economic, and social life of women
- Write a brief history of the Russian Revolution by discussing the following questions: (a) what caused the Russian revolution? (b) how did Lenin and the Bolsheviks manage to seize & hold power despite their small numbers? And (c) how did the Bolsheviks secure their power during the civil war?
- List the chief aims of the Paris Peace Conference and the extent to which these aims were incorporated into the actual peace treaties
- Debate whether the Treaty of Versailles can be viewed as a successful settlement of the War
- Debate: The decade of the 1920s has been characterized as both an "age of anxiety" and a "period of hope"
- List the causes of the Great Depression and analyze how the European states and the United States responded to the Great Depression
- Debate whether the Stalinist Era inaugurated an economic, social, and political revolution that was more sweeping in its results than the revolutions of 1917
- Compare/Contrast the Revolutions in the Soviet Union, Italy, and Germany
- Discuss the impact of mass culture & leisure on European society in the 1920s

- Analyze the cultural and intellectual trends of the 1920s and 1930's and how they reflected a crisis of confidence in Western civilization
- Discuss the major steps taken by Hitler, and other totalitarians and imperialists, from 1931 to 1939 that ultimately led to war
- Argue when and how, if at all, Hitler could have been prevented from plunging Europe into war
- Explain the early successes of the Germans from 1939 to 1941 and to what degree Blitzkrieg played a role in these successes
- Analyze how, when, and why momentum shifted in WWII
- Compare/Contrast the maps of theaters and fronts in WWI and WWII and discuss what this comparison reveals about the nature of fighting in the two wars
- Inquire and understand why Germany lost the war and whether Germany was doomed from the start
- Explain how the Nazis attempted to establish a new order in Europe after their military victories and the results of their efforts
- Discuss the "Final Solution" and its context; (a) who was responsible for it? (b) how did it work? (c) how committed was the entire German war machine to this murderous campaign? (d) if so many ordinary Germans took part in this crime, can its perpetration merely be attributed to the evil mind of Hitler?
- Compare/Contrast the home fronts of Great Britain, The Soviet Union, The United States, and Germany. Determine to what extent the organization of each respective home front affected the outcomes of the war
- Explain how the peace settlement after WWII led to its polarizing aftermath
- Define what historians mean by the term, *Cold War*

Understandings:	Essential Questions:
Students will…	• How did the breakup of the Ottoman Empire cause crisis that led to WWI? **(INT-9, INT-11, SP-6, SP-14, SP-17)**
• Explain the context in which global conflict developed in the 20th century	• How did imperialist rivalries and the breakdown of Bismarck's alliance system lead to war? **(SP-6, SP14, SP-17)**
• Explain the causes and effects of World War I	• What new technologies and strategies led to massive destruction and loss of life? **(OS-10)**
• Explain how new technology altered the conduct of World War I	• What terms of the Treaty of Versailles caused economic collapse and political problems for Weimar Germany? **(SP-6, PP-8)**
• Explain how the developments of World War I changed political and diplomatic interactions between and among nations	• What were the major causes of the Russian Revolution? How did it influence the course of WWI? **(PP-3, PP-8, PP-10, PP-15)**
• Explain the causes and effects of the Russian Revolution	• How were women both participants in the war effort and affected by the war itself? **(SP-1, SP-9, SP-10)**
• Explain how and why the settlement of World War I failed to effectively resolve the political, economic, and diplomatic challenges of the early 20th century	• What changes occurred in Russian life after the Bolsheviks took over? **(PP-16, SP-5)**
• Explain the causes and effects of the global economic crisis in the 1920s and 1930s	• How did the emergence of the United States as a Great Power change political, economic, and social life in Europe? **(INT-8)**
• Explain the factors that led to the development of fascist and totalitarian regimes in the aftermath of World War I	• What caused the Great Depression, and how did affect European social classes?
• Explain the consequences of Stalin's economic policies and totalitarian rule in the Soviet Union	• How did Mussolini, Hitler, and Franco each rise to power? **(IS-7, SP-10, OS-9, PP-11)**
• Explain how and why various political and ideological factors resulted in the catastrophe of World War II	• What were the effects of Stalin's economic modernization programs in the Soviet Union? **(PP-3, PP-16, IS-10)**
• Explain how technology and innovation affected the course of World War II and the 20th century	• How did totalitarian governments control their populations? **(PP-11, OS-9, OS-12, SP-6, SP-8, SP-10)**
• Explain how and why cultural and national identities were affected by war and the rise of fascist/totalitarian powers in the period from 1914 to the present	• In what ways were totalitarian governments of the twentieth century like the absolutist governments of the seventeenth and eighteenth centuries? **(SP-2, SP-6, SP-8)**
• Explain how the events of the first half of the 20th century challenged existing social, cultural, and intellectual understandings	• What was the impact of the mandate system in the Middle East? **(SP-17)**
• Explain how economic challenges and ideological beliefs influenced prior conceptions about the relationship between the individual and the state	• In what ways was technology seen as both destructive and helpful in European society? **(IS-3, SP-10)**
	• How were the arts influenced by WWI, disillusionment, and the rise of totalitarianism? **(OS-13, OS-12, OS-10, OS-8)**

	- How did the lives of women change during the interwar period? **(SP-12, SP-1, OS-4)** - How did mass culture and leisure time affect society? **(OS-4, SP-1, OS-3)** - Why were Great Britain and France reluctant to confront fascist aggression during the 1930's? **(SP-6, PP-11)** - What military technologies and tactics allowed early victories for the Axis Powers? **(IS-3)** - What impact did the concept of total war have on the lives of Europeans on the home front in both the Allied countries and the Axis Powers? **(IS-8, SP-10, OS-12, OS-9)** - How were women both affected by and participants in the war? **(IS-9, IS-6, IS-4)** - What did Germany mean by a "new racial order," and how did they attempt to bring it about? **(IS-7, SP-17)** - What diplomatic changes occurred that brought the United States and the USSR into the war on the Allied side? **(INT-8, SP-14)** - How did new military technologies change the scale and the cost of warfare, centralize government power, and shift the balance of power at the end of the war? **(SP-13, SP-14)** - What do historians mean by the term *Cold War*? How did it shape the negotiations at the end of WWII? **(SP-13, SP-14)**

Assessment Evidence

Performance Tasks:	Other Evidence:
Historical Thinking Skills and Reasoning Processes: - Explain how a historical development or process relates to another historical development or process (*Making Connections*) - Explain how a specific historical development or process is situated within a broader historical context (*Contextualization*) - Explain a historical concept, development, or process (*Developments and Processes*) - Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source (*Sourcing and Situation*) - Identify patterns among or connections between historical developments and processes (*Making Connections*) - Explain the point of view, purpose, historical situation, and/or audience of a source (*Sourcing and Situation*) - Explain how claims or evidence support, modify, or refute a source's argument (*Claims and Evidence in Sources*) - Support an argument using specific and relevant evidence (a) Describe specific examples of historically relevant evidence (b) Explain how specific examples of historically relevant evidence support an argument (*Argumentation*) - Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: (a) Explain nuance of an issue by analyzing multiple variables. (b) Explain relevant and insightful connections within and across periods. (c) Explain the relative historical	- Teacher observations - Informal checks for understanding - Independent reading/student conferences - Independent writing/student conferences - Class discussions - Collaboration with others - Group work - Classwork - Homework - Teacher-created tests and quizzes - Teacher-created multimedia projects

significance of a source's credibility and limitations.
(d) Explain how or why a historical claim or argument is or is not effective (*Argumentation*)

Course Content:
- Be able to outline the conditions that made World War I probable and to explain why and how it began as it did
- Trace the most important turning points in the shifting fortunes of the various nations involved in the war
- Describe the effects total war had on the home fronts of the nations engaged on the battlefields
- Discuss the Russian Revolution, the nature of the government it brought to power, and the struggle of the Bolsheviks to defeat its enemies in the ensuing civil war
- Discuss and account for the differing attitudes and goals of the Big Four at Versailles, and show how the differences led to failure
- Analyze the peace treaties that ended the war, and show how they gave the world little hope that more wars could be avoided
- Describe the major characteristics of the 1920s in Europe
- Be able to explain why Europe experienced a great depression in the 1930s and how it affected both domestic politics in the democracies and international affairs
- Discuss important activities in Europe's colonies
- Give the common characteristics of the various totalitarian states that emerged between the two world wars
- Describe the history and nature of fascism in Italy
- Trace Adolf Hitler's rise to power, what methods he used, what conditions made it possible for him to become Germany's leader, and how his career affected world history
- Examine the changes in Soviet leadership and policy
- Describe the kind of mass entertainment that attracted people between the wars and how it was used by some governments to control them
- Discuss the intellectual and cultural trends of the time between the wars, and explain both what inspired them and their influence on society
- Be able to explain Hitler's early successes on the diplomatic front and how he was able to prepare for war without strong enough opposition from the democracies
- Trace the path to war both in Europe and in Asia, and point out the mistakes the democracies made in their treatment of Hitler
- Describe the Nazi Empire, its structure and policies, and show how Hitler's philosophy formed and directed it, particularly the treatment of the Jews
- Show how the war affected civilian populations and how governments mobilized their people to help win the war
- Discuss the events and attitudes near the end of the war that precipitated the Cold War that followed it

Benchmarks:

Unit VIII Test

Learning Activities:

- **Contextualizing 20ᵗʰ-Century Global Conflicts (1 Day):** *Explain how a specific historical development or process is situated within a broader historical context; identify key actors, terms, and events*
- **World War I (2 Days):** *Read and analyze propaganda posters from World War I and write down any clarification and discussion questions that come to mind. Form groups around similar questions and find answers in the textbook or another source. Present findings and lead a discussion about motivations, nationalism, and the home front during the war*
- **The Russian Revolution and Its Effects (1 Day):** *Use brainstorming and quickwrite as strategies during a guided discussion to understand the various causes and effects of the Russian Revolution*
- **Versailles Conference and Peace Settlement (1-2 Days):** *Use primary and secondary sources to explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source*
- **Global Economic Crisis (1 Day):** *Using a complex graph (with at least two data sets, such as GDP and unemployment rates during the Depression), compare the data to find a trend and draw a conclusion*
- **Fascism and Totalitarianism (1-2 Days):** *Use primary and secondary sources to explain the point of view, purpose, historical situation, and/or audience of a source*
- **Europe During the Interwar Period (1 Day):** *Write concepts related to the political, social, and economic changes in Europe during the interwar period on notecards, place them in a box, and pick a concept at random. Take a few minutes to gather and recall information about the concept and then find the connection between concepts in pairs. Write a brief explanation of how the concepts are related, in pairs*
- **World War II and The Holocaust (3-5 Days):** *Explain how a specific historical development or process is situated within a broader historical context; explain how claims or evidence support, modify, or refute a source's argument*
- **Continuities and Changes in an Age of Global Conflict and Cultural, Intellectual, and Artistic Developments (1-2 Days):** *Respond to an AP-based prompt on the concepts, developments, and/or processes of the crises of the early twentieth century, utilizing historical reasoning to explain relationships among pieces of historical evidence through citation of claims and evidence in sources. Evaluate and reflect on arguments and perform self- or peer revisions of practice essays. Review practice claims (thesis), supporting evidence, and sourcing*

Resources:

- **Social Studies 9-12 Folder**
- **Readings from Spielvogel, J, S. (2021).** *Western Civilization: Since 1300* **(10ᵗʰ edition). Cengage.**
- **Suggestions for Further Readings from Spielvogel, J, S. (2021).** *Western Civilization: Since 1300* **(10ᵗʰ edition). Cengage.**
- **Mindtap – Mindtap is a fully, online, highly personalized learning experience built upon Cengage Learning content. Mindtap combines student learning tools – readings, multimedia, activities, and assessments – into a singular Learning Path that guides students through the course.**
- **College Board and AP Classroom**
- **Marco Learning**
  tomrichey.net

Standard(s):	
New Jersey Student Learning Standards Social Studies (NJSLSSS)	
• **6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war"**	
• **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.j Analyze how the social, economic, and political roles of women were transformed during this time period**	
• **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.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations**	
• **6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action**	
• **6.2.12.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.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.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars**	
• **6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts**	
ELA/Literacy	
• NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	
• NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	
• NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text	

4.0	**Students will be able to:** • Evaluate the short- and long-term causes and effects of World War I by using primary and secondary sources
3.0	**Students will be able to:** • Define the alliance system and explain how it entangled numerous nations and states in stalemate
2.0	**Students will be able to:** • Record the historical concepts, developments, or processes of the early twentieth century
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):	
New Jersey Student Learning Standards Social Studies (NJSLSSS)	
• **6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia**	
• **6.2.12.A.4.b Compare the rise of nationalism in China, Turkey, and India**	
• **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.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**	
• **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.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.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts**
ELA/Literacy	
	• NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
4.0	**Students will be able to:** • Identify pattens using sets of data and a graph
3.0	**Students will be able to:** • Compare/Contrast fascism in Italy and Germany
2.0	**Students will be able to:** • List the causes of the Great Depression
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s): **New Jersey Student Learning Standards Social Studies (NJSLSSS)**	
	• **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** • **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.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II** • **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.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.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 racial bias, 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 Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts**
ELA/Literacy	
	• W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence • W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research
4.0	**Students will be able to:** • Support an argument using specific and relevant evidence (a) Describe specific examples of historically relevant evidence (b) Explain how specific examples of historically relevant evidence support an argument
3.0	**Students will be able to:** • Describe specific examples of historically relevant evidence and explain how specific examples of historically relevant evidence support an argument, without a clear argument
2.0	**Students will be able to:** • Develop a thesis

1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	- Provide ample opportunities for creative behavior - Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation - Show appreciation for creative efforts - Respect unusual questions, ideas, and solutions - Encourage students to test their ideas - Provide opportunities and give credit for self-initiated learning - Avoid overly detailed supervision and too much reliance on prescribed curricula - Allow time for reflection - Resist immediate and constant evaluation - Avoid comparisons to other students
Struggling Learners	- Assist students in getting organized - Give short directions - Use drill exercises - Give prompt cues during student performance - Let students with poor writing skills use a computer - Break assignments into small segments and assign only one segment at a time - Demonstrate skills and have students model them - Give prompt feedback - Use continuous assessment to mark students' daily progress - Prepare materials at varying levels of ability
English Language Learners	- Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways - When possible, use pictures, photos, and charts - Corrections should be limited and appropriate - Do not correct grammar or usage errors in front of the class - Give honest praise and positive feedback through your voice tones and visual articulation whenever possible - Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English - Integrate students' cultural background into class discussions - Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: - Variation of time: adapting the time allotted for learning, task completion, or testing - Variation of input: adapting the way instruction is delivered - Variation of output: adapting how a student can respond to instruction - Variation of size: adapting the number of items the student is expected to complete - Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org

Learners with a 504	• Refer to page four in the **Parent and Educator Guide to Section 504** to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Social Studies (NJSLSSS)

- **6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations**
- **6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914**
- **6.2.12.C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence**
- **6.2.12.D.3.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**

ELA/Literacy

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- W.11-12.2. 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
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals)
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **A.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **B.** Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. **C.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **D.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy
Environmental Literacy

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration

Unit 9 Title: Cold War and Contemporary Europe

Unit Description (Period 4: c. 1914-present):

The chaos and multitude of crises that afflicted the early and middle twentieth century clashed with an interesting, if not bizarre, bipolarity in the form of postwar global order and function. Total war and political instability in the first half of the twentieth century gave way to a contradictory geopolitical landscape during the Cold War. Eventually, efforts were undertaken to build and sustain transnational union among European states, economies and societies. The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle among liberal democracy, communism, and fascism. During the twentieth century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards. Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

Key to Learning Objective Theme Codes:

INT – Interaction of Europe and the World

PP – Poverty and Prosperity

OS – Objective Knowledge and Subjective Visions

SP – States and Other Institutions of Power

IS – Individual and Society

Sub-Unit Contextualization

   I.   **World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished (INT-8, INT-9, INT-11, SP-6, SP-13, SP-14, SP-17, SP-18, IS-8).**
   II. **The interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization (SP-6, SP-8, SP-13, SP-14, SP-17, IS-7, IS-10).**
   III. **As WWII ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century (INT-8, INT-9, INT-11, PP-5, SP-5, SP-13, SP-14, SP-17, SP-19).**
   IV. **In response to the destructive impact of the two world wars, European nations began to set aside nationalism in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the twentieth century (PP-5, SP-5, SP-17, SP-19).**

V.   **Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-WWII peace (SP-3, SP-13, SP-17, IS-7, IS-10).**

VI.   **The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states (INT-1, INT-2, INT-3, INT-7, INT-9, INT-10, INT-11, SP-9, SP-14, SP-17, IS-10).**

VII.   **Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state (INT-6, INT-8, PP-1, PP-5, PP-13, PP-15, SP-5).**

VIII.   **Eastern European nations were defined by their relationship with the Soviet Union, which oscillated between repression and limited reform, until Mikhail Gorbachev's policies led to the collapse of communist governments in Eastern Europe and the fall of the Soviet Union (PP-12, PP-15, SP-5, SP-9, SP-14, SP-17, SP-19, IS-10).**

IX.   **The widely held belief in progress characteristic of much of nineteenth-century thought began to break down before World War I; the experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks (PP-11, PP-14, OS-8, OS-10, IS-8).**

X.   **Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge (PP-4, OS-8, SP-1, SP-13).**

XI.   **During the twentieth, the arts were defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture (INT-8, PP-1, PP-12, PP-14, OS-10, OS-13).**

XII.   **The twentieth century was characterized by large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living (INT-6, PP-1, PP-4, PP-5, SP-10, IS-3, IS-7, IS-8, IS-10).**

XIII.   **The lives of women were defined by family and work responsibilities, economic changes, and feminism (PP-4, PP-5, OS-4, SP-1, SP-9, SP-12, IS-4, IS-6, IS-9).**

XIV.   **New voices gained prominence in political, intellectual, and social discourse(INT-7, INT-8, INT-11, PP-5, PP-12, OS-4, SP-1, SP-9, SP-12, SP-17, IS-4, IS-7, IS-10).**

Spielvogel, J, S. (2021). *Western Civilization: Since 1300* (10th edition). Cengage.

Unit Duration: ~15 Days

Desired Results

Standard(s):

NJSLSA ELA Literacy *RL.11-12.1., RL.11-12.7., RI.11-12.2., W.11-12.1., W.11-12.9., NJSLSA.SL1., NJSLSA.SL2., NJSLSA.SL3., NJSLSA.SL4., SL.11-12.1., SL.11-12.3., SL.11-12.4, NJSLSA.L3., NJSLSA.L4., NJSLSA.L6.*

New Jersey Student Learning Standards: Social Studies *6.2.12.1-6 A-G; 6.3.12.EconGE.1, 6.3.12.HistoryCA.2*

Indicators:

- Discuss how the balance of power moved from Europe to the United States and the Soviet Union between 1945 and 1970
- Trace the development & history of the U.S. and NATO policy of "Containment of Communism" from Truman's presidency through Vietnam
- Compare/Contrast Stalin's policies with Khrushchev's
- List the major political developments in the history of the Soviet Union from 1945 to 1970 and explain how Soviet policies affected the history of Eastern Europe
- Compare/Contrast the political, social, & economic histories of Eastern Europe and Western Europe
- Discuss the major social changes affecting the status, expectations, and ambitions of women that occurred in Western Society from 1945 to 1970
- Explain how the Cold War came to end and infer if there was a victor
- Discuss the collapse of the Soviet Union
- Argue how the former Soviet satellite nations handled the demise of Russian Communism as a ruling system
- Assess whether these countries have been successful following the collapse of communist rule and which have made the transition from totalitarianism to freedom most effectively
- List the basic problems and antagonism between Serbia and the other countries that once made-up Yugoslavia. Identify what forces in the post-cold war world enabled this dangerous and bloody conflict to escalate so terribly
- Discuss the major economic problems that have plagued the west during the 70's, 80's, & 90's
- Define Modernism and Post-modernism and explain how they have been expressed in art, music, and literature since 1945
- Explain the post war feminist movement and compare it to the feminist movement of the 19th century
- Analyze the ways the movements of existentialism & the revival of religion were responses to the "despair generated by the apparent collapse of civilized values in the 20th century
- Analyze the role of science & technology in the post-war western world. Identify fundamental critiques made by science. Observe the mass skepticism and dismissal of science and scientists among the mass public and culture and question it
- Analyze the forces that have conspired to cause the return of racism, war crimes, and genocide in the Balkans, and elsewhere, and the extent to which WWII laid the groundwork for those misfortunes

Understandings:
Students will…
- Explain the context in which the Cold War developed, spread, and ended in Europe
- Explain how economic developments resulted in economic, political, and cultural change in the period after World War II
- Explain the causes, events, and effects of the Cold War in the period following World War II
- Explain the economic and political consequences of the Cold War for Europe
- Explain the causes and effects of mass atrocities in the period following World War II to the present
- Explain state-based economic developments following World War II and the responses to these developments
- Explain the causes and effects of the end of the Cold War
- Explain how women's roles and status developed and changed throughout the 20th and 21st centuries
- Explain the various ways in which colonial groups around the world sought independence from colonizers in the 20th and 21st centuries
- Explain how the formation and existence of the European Union influenced economic developments throughout the period following World War II to the present
- Explain how the European Union affected national and European identity throughout the period following World War II to the present
- Explain the causes and effects of changes to migration within and immigration to Europe throughout the period following World War II to the present

Essential Questions:
- How did the Cold War develop in the last years of WWII, and how did it change relations between the two sides after the war? **(INT-8, SP-14)**
- How did the Cold War affect politics and diplomacy? **(SP-14, SP-13, SP-1)**
- Compare the lives of Europeans in Eastern Europe to those in the Western European nations. **(SP-10, SP-1, PP-13, PP-1)**
- How did differing economic approaches affect Eastern and Western Europe? **(SP-19, PP-16, PP-13, PP-8, PP-5, INT-8, INT-6)**
- In what ways did technology make a positive change in the lives of Europeans? **(IS-3, PP-4)**
- How did society and culture change after WWII in Western Europe? **(IS-8)**
- What effect did increased globalization have on both Europeans and non-Europeans?
- How were former European colonies able to achieve independence, and what effect did this have on Western European nations? **(IS-10, IS-7, SP-14, INT-11, INT-10, INT-9, INT-7)**
- In what ways did women continue to press for rights, and how successful were they? **(IS-9, IS-6, IS-4)**
- What new rights did women gain in the postwar period, and how were gender roles affected within the family? How did this new freedom affect women's participation in politics and economic life? **(PP-4, SP-1, SP-12, IS-4, IS-6, IS-9)**
- Why did Green parties and gay and lesbian groups form, and what effect did they have on Western European society? **(OS-4, SP-9, IS-7, IS-10)**
- What caused the rise of the youth movement of the 1960s, and what effect did it have on European society? **(SP-9, SP-17, IS-7, IS-10)**

- Explain how innovation and advances in technology influenced cultural and intellectual developments in the period 1914 to the present
- Explain the technological and cultural causes and consequences of increasing European globalization in the period from 1914 to the present
- Explain how and why European culture changed from the period following World War II to the present
- Explain how the challenges of the 20th century influenced what it means to be European

- How did the rise of socialist parties and social welfare programs impact the lives of Western Europeans? **(PP-13, PP-15)**
- What effect did globalization, new technologies, and increased trade with the United States have on the lives of Europeans? **(INT-6, INT-7, INT-8, INT-10, INT-11, PP-1, PP-5, SP-5)**
- What were the causes of rebellion in Eastern Europe, and how did the USSR and Western Europe react to it? **(SP-9, SP-17)**
- In what ways did the art, literature, music, and architecture of this period differ from that of earlier periods? Why? **(OS-10, OS-13)**
- How were Gorbachev's *glasnost* and *perestroika* intended to stave off collapse of the USSR? **(PP-12, PP-15, SP-9, SP-17, SP-19)**
- How did the economic problems of the USSR combine with nationalism and economic troubles to bring about the collapse of communism in Eastern Europe and the Soviet Union? **(PP-12, PP-15, SP-9, SP-12, SP-17, SP-19, IS-10)**
- In what ways did new inventions change the lives of Europeans? **(INT-6, INT-8, PP-4, PP-5, PP-12, OS-13, SP-10, IS-3)**
- In what ways did nationalism and ethnic conflict continue to disrupt the peace achieved after WWII? How have the European nations dealt with this issue? **(IS-7, IS-8, IS-10, SP-14, SP-13, OS-9, INT-10)**
- How did the European Union form, and what effects did it have on the economy of Europe? How have European society and the European economy become more globalized? **(PP-1, PP-5, PP-12, PP-13)**
- Why did Europeans allow "guest workers" to immigrate to their countries? What effect did they have on politics, the economy, and society? **(SP-17, SP-9, INT-11, INT-10, INT-7)**

Assessment Evidence

Performance Tasks:
Historical Thinking Skills and Reasoning Processes:
- Explain how a specific historical development or process is situated within a broader historical context (*Contextualization*)
- Explain a historical concept, development, or process (*Developments and Processes*)
- Explain how a historical development or process relates to another historical development or process (*Making Connections*)
- Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source (*Sourcing and Situation*)
- Explain how claims or evidence support, modify, or refute a source's argument (*Claims and Evidence in Sources*)
- Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: (a) Explain nuance of an issue by analyzing multiple variables. (b) Explain relevant and insightful connections within and across periods. (c) Explain the relative historical

Other Evidence:
- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

significance of a source's credibility and limitations.
(d) Explain how or why a historical claim or argument
is or is not effective (*Argumentation*)
- Identify the evidence used in a source to support an
argument (*Claims and Evidence in Sources*)
- Identify patterns among or connections between
historical developments and processes (*Making
Connections*)

Course Content:
- Be able to trace the history of the Cold War from its
inception through the mid-1960s
- Explain why the European nations shed their colonies
after the war, and show how decolonization affected
both Europe and the parts of the world where their
colonies were free
- Describe the major events in the Soviet Empire during
this period, and show they affected politics in the
democracies
- Discuss the emergence of the United States as a
superpower and how it reacted to global challenges in
its new role
- Describe postwar culture and society, including the
welfare state, and show how art, literature, philosophy,
and religion both reflected and molded it
- Discuss the various social movements that experienced
strong growth in the latter part of the 1960s and
onward, including the youth protest movement, the
permissiveness of sexual mores, the feminist
movement, and the antiwar movement
- Describe the important developments in the Soviet
Union and Eastern Europe from 1965 to 1985
- Describe the important developments in Western
Europe and the United States from 1965 to 1985
- Trace and explain the important developments in the
Cold War from 1965 to 1985
- Discuss the major cultural developments from 1965 to
1985
- Discuss the reforms instituted by Gorbachev and how
they affected the Soviet Union
- Describe the way and explain why the Soviet Union
dissolved into its several parts, and explain what effect
this had on world affairs
- Examine important developments in Russia, Eastern
Europe, Western Europe, and the United States since
1985
- Be able to trace the events that shaped the latter part of
the Cold War and those that brought it to an end
- Discuss how various countries have responded to the
threat of terrorism
- Describe important social trends since 1985, including
the movement for women's rights and concerns about
immigration
- Examine cultural trends since 1985
- Define the term "digital age" and explain its
importance
- Discuss globalization and why it is a significant force
in the world

Benchmarks:

Unit IX Test

Learning Plan

Learning Activities:
- **Contextualizing Cold War and Contemporary Europe (1-2 Days):** *Explain how a specific historical development or process is situated within a broader historical context; identify key actors, terms, and events*
- **Rebuilding Europe; The Cold War: Two Super Powers Emerge; Postwar Nationalism, Ethnic Conflict, and Atrocities (5 Days):** *Jigsaw to facilitate understanding of post–World War II Europe around the following themes: economic and commercial development, interactions between Europe and the world, and national and European identity. Facilitate the reading and analysis of primary and secondary sources related to rebuilding postwar Europe, the Cold War, and postwar nationalism and ethnic conflict*
- **Contemporary Western Democracies (1 Day):** *Use primary and secondary sources to Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source*
- **The Fall of Communism (1 Day):** *Explain how claims or evidence support, modify, or refute a source's argument by analyzing several source documents in alignment with thesis generation*
- **20th-Century Feminism (1-2 Days):** *Use this strategy to discuss the arguments presented in various primary and secondary sources focusing on changes and continuities in the roles and status of women in Europe throughout the 20th and 21st centuries*
- **Decolonization (1-2 Days):** *Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might explain the relative historical significance of a source's credibility and limitations*
- **The European Union (1 Day):** *Analyze the causes and effects of the formation of the European Union by posing a question such as "Explain how the formation and existence of the European Union influenced economic developments throughout the period following World War II to the present." Share responses with a partner then engage in a group discussion to discover which causes and effects are used as examples to enhance understanding*
- **Migration and Immigration (2 Days):** *Explain how a historical development or process relates to another historical development or process*
- **Technology and Globalization (2 Days):** *Explain how a historical development or process relates to another historical development or process*
- **Continuity and Change in the 20th and 21st Centuries and 20th- and 21st-Century Culture, Arts, and Demographic Trends (2-3 Days):** *Work through writing components of a full practice document-based question (claim, evidence both within and beyond the documents, sourcing, historical reasoning, and addressing alternative perspectives demonstrating a complex understanding) on the changes and continuities in 20th-century European society and then perform self- or peer revisions of practice-argument essays. Capitalize on the opportunity to review and assess arguments, counterarguments, and peer-arguments*

Resources:
- **Social Studies 9-12 Folder**
- **Readings from Spielvogel, J, S. (2021).** *Western Civilization: Since 1300* **(10th edition). Cengage.**
- **Suggestions for Further Readings from Spielvogel, J, S. (2021).** *Western Civilization: Since 1300* **(10th edition). Cengage.**
- **Mindtap – Mindtap is a fully, online, highly personalized learning experience built upon Cengage Learning content. Mindtap combines student learning tools – readings, multimedia, activities, and assessments – into a singular Learning Path that guides students through the course.**
- **College Board and AP Classroom**
- **Marco Learning**
  tomrichey.net

	Unit Learning Goal and Scale *(Level 2.0 reflects a minimal level of proficiency)*

Standard(s):
New Jersey Student Learning Standards Social Studies (NJSLSSS)
- **6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action**
- **6.2.12.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 (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East)**
- **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, Sudan), and evaluate the responsibilities of the world community in response to such events**
- **6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict**
- **6.2.12.C.5.a Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II**
- **6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism**
- **6.2.12.C.5.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**

ELA/Literacy
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

4.0	**Students will be able to:** • Support an argument using specific and relevant evidence (a) Describe specific examples of historically relevant evidence (b) Explain how specific examples of historically relevant evidence support an argument
3.0	**Students will be able to:** • Describe specific examples of historically relevant evidence and explain how specific examples of historically relevant evidence support an argument, without a clear argument
2.0	**Students will be able to:** • Develop a thesis
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):
New Jersey Student Learning Standards Social Studies (NJSLSSS)
- **6.3.12.HistoryCA.1: Analyze the impact of a current governmental practices and laws (e.g. immigration, seizure of personal property, juvenile detention, listening devices, deportation) affecting national security and/or individual civil rights/ privacy**
- **6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions**
- **6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights**
- **6.2.12.B.5.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 the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries**
- **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**

ELA/Literacy
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

4.0	**Students will be able to:** • **Make connections across themes and time periods to analyze current events**
3.0	**Students will be able to:** • **Draw on current events to clarify themes and concepts across periods**
2.0	**Students will be able to:** • **Summarize current events**
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students	
Advanced Learners	• Provide ample opportunities for creative behavior • Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation • Show appreciation for creative efforts • Respect unusual questions, ideas, and solutions • Encourage students to test their ideas • Provide opportunities and give credit for self-initiated learning • Avoid overly detailed supervision and too much reliance on prescribed curricula • Allow time for reflection • Resist immediate and constant evaluation • Avoid comparisons to other students
Struggling Learners	• Assist students in getting organized • Give short directions • Use drill exercises • Give prompt cues during student performance • Let students with poor writing skills use a computer • Break assignments into small segments and assign only one segment at a time • Demonstrate skills and have students model them • Give prompt feedback • Use continuous assessment to mark students' daily progress • Prepare materials at varying levels of ability
English Language Learners	• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways • When possible, use pictures, photos, and charts

	• Corrections should be limited and appropriate • Do not correct grammar or usage errors in front of the class • Give honest praise and positive feedback through your voice tones and visual articulation whenever possible • Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English • Integrate students' cultural background into class discussions • Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	• Refer to page four in the **Parent and Educator Guide to Section 504** to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:
Social Studies (NJSLSSS)
- **6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues**
- **6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights**
- **6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies. 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences**
- **6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use**
- **6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities**
- **6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. 6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies**
- **6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.**
- **6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values**

ELA/Literacy
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics
- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- W.11-12.2. 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
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals)
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **A.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. **B.** Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. **C.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **D.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Integration of 21st Century Skills

Indicators:
Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:
Global Awareness
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy
Environmental Literacy

Skills:
Think Creatively
Work Creatively with Others
Implement Innovations
Critical Thinking and Problem Solving
Communication and Collaboration