

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown High School
Social Studies Department*

*World History and Cultures
Grade 9th*

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Course Description and Fundamental Concepts

This college preparatory World History course is the required full year course that explores the development of the world from the 1300s to the present day. Students learn about the significant issues, individuals and events that shaped the world's history as well as investigate the influences of geographic settings, cultural perspectives, economic systems, and various forms of government in history.

Examining the historical roots of current world issues help students gain a better understanding of the increasingly interdependent world we live in and the need for international cooperation. It is followed in the curriculum sequence by United States History I, which brings the study of America from the Colonial Period through the turn of the 20th Century

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

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

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

Core Idea	Performance Expectations
Geographic data can be used to analyze spatial patterns.	6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.2.12.EconGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.1.a: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society. 6.2.12.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. 6.2.12.EconGE.1.c: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>	<p>6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <p>6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p> <p>6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p>
<p>There are multiple and complex causes and effects of historical events.</p>	<p>6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p>
<p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p>	<p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p> <p>6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p>

Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

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

Core Idea	Performance Expectations
<p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p>	<p>6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.</p> <p>6.2.12.CivicsPR.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).</p>
<p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p>	<p>6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.</p>

Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics. 6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
Chronological sequencing serves as a tool for analyzing past and present events.	6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
Complex interacting factors influence people’s perspective.	6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)

The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.	6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.	6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain. 6.2.12.EconGE.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world. 6.2.12.EconGE.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

Resources impact what is produced and employment opportunities.	6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
To better understand the historical perspective, one must consider historical context.	6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

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

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20 th century massacres in China.
Geographic data can be used to analyze spatial patterns.	6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI. 6.2.12.GeoSV.4.b: Determine how geography impacted military strategies and major turning points during World War II.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	6.2.12.EconEM.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.
There are multiple and complex causes and effects of historical events.	6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I. 6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars. 6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.4.d: 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.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world. 6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.” 6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
To better understand the historical perspective, one must consider historical context.	6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
Complex interacting factors influence people’s perspective.	6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. 6.2.12.HistoryUP.4.c: 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.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. 6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics. 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

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

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization’s ability to protect human rights, to mediate conflicts, and ensure peace.
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
Geographic data can be used to analyze spatial patterns.	6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism. 6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
Chronological sequencing serves as a tool for analyzing past and present events.	6.2.12.HistoryCC.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.

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. 6.2.12.HistoryCC.5.d: 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.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
There are multiple and complex causes and effects of historical events.	6.2.12.HistoryCC.5.f: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.5.g: 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.HistoryCC.5.h: 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.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.2.12.HistoryCA.5.a: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

Era 6. Contemporary Issues

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

Core Idea	Performance Expectations
Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.	6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
Human and civil rights support the worth and dignity of the individual.	6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Governments around the world support universal human rights to varying degrees.	6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Geography, People, and the Environment: Global Interconnections

Core Idea	Performance Expectations
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

Economics, Innovation, Technology: Global Economy

Core Idea	Performance Expectations
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	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.

History, Culture, and Perspective: Historical Sourcing and Evidence

Core Idea	Performance Expectations
Historical sources and evidence provide an understanding of different points of view about historical events.	6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

History, Culture, and Perspective: Claims and Argumentation

Core Idea	Performance Expectations
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

English Companion Standards

List appropriate units below for which standards will be addressed

Unit Addressed	Standard #	Standard Description
1,2,3,4,5,6,7,8	RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
1,2,3,4,5,6,7,8	RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
1,2,3,4,5,6,7,8	RH.9-10.3.	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
1,2,3,4,5,6,7,8	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
1,2,3,4,5,6,7,8	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
1,2,3,4,5,6,7,8	RH.9-10.6.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
1,2,3,4,5,6,7,8	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
1,2,3,4,5,6,7,8	RH.9-10.8.	Assess the extent to which the reasoning and evidence in a text support the author's claims.

1,2,3,4,5,6,7,8	RH.9-10.9.	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
1,2,3,4,5,6,7,8	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
1,2,3,4,5,6,7,8	WHST.9-10.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <ul style="list-style-type: none"> A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
1,2,3,4,5,6,7,8	WHST.9-10.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

		<p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented.</p>
1,2,3,4,5,6,7,8	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1,2,3,4,5,6,7,8	WHST.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
1,2,3,4,5,6,7,8	WHST.9-10.6.	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
1,2,3,4,5,6,7,8	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
1,2,3,4,5,6,7,8	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
1,2,3,4,5,6,7,8	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
1,2,3,4,5,6,7,8	WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Personal Financial Literacy ([Standard 9.1](#))

List appropriate units below for which standards will be addressed

Civic Financial Responsibility

Unit Addressed	Core Idea	Performance Expectations
4, 6, 8	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
2, 4, 5, 8	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.). 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

Credit and Debt Management

	There are reasons and consequences to taking on debt.	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt. 9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages. 9.1.12.CDM.3: Determine ways to leverage debt beneficially. 9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
	There are ways to evaluate loans and their impact on one's personal financial plan.	9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages). 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.). 9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate. 9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools.

6	Borrowers have rights and responsibilities.	<p>9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.</p> <p>9.1.12.CDM.10: Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.</p>
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Credit Profile

	Negative information in credit reports can affect a person's credit score and financial options.	<p>9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.</p> <p>9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.</p>
	Building and maintaining a good credit history is a process.	<p>9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.</p> <p>9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile.</p> <p>9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.</p>
	Debt reduces net worth.	<p>9.1.12.CP.6: Explain the effect of debt on a person's net worth.</p> <p>9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.</p>
	There are ways to ensure that your credit is protected, and information is accurate.	<p>9.1.12.CP.8: Identify different ways you can protect your credit.</p> <p>9.1.12.CP.9: Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.</p>

Economic and Government Influences

4, 8	Tax rates vary based on your financial situation.	<p>9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.</p> <p>9.1.12.EG.2: Explain why various forms of income are taxed differently.</p>
4, 6, 7, 8	There are different ways you can influence government policy to improve your financial situation.	<p>9.1.12.EG.3: Explain how individuals and businesses influence government policies.</p> <p>9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.</p> <p>9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.</p>

4, 8	There are agencies, laws, and resources to protect you as a consumer.	9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
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Financial Institutions

	There are ways to manage your accounts that provide you with maximum benefits and protection.	9.1.12.FI.1: Identify ways to protect yourself from identity theft 9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
	There are factors you can use to select financial institutions and professionals that are best suited for your needs.	9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement). 9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).

Financial Psychology

	To be fiscally responsible, an individual's finances should align with his or her values and goals.	9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values. 9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
6, 8	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.	9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time. 9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making. 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making. 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.	9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

Planning and Budgeting

	There are ways to align your investments with your personal financial goals.	9.1.12.PB.1: Explain the difference between saving and investing. 9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
6, 7, 8	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.	9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals. 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances. 9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
	Money management requires understanding of cash flow systems and business practices.	9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

Risk Management and Insurance

	A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.	9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments. 9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
6	Different types of insurance have different costs and protections.	9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim. 9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry. 9.1.12.RM.5: Explain what self-insuring is and determine when it is appropriate. 9.1.12.RM.6: Differentiate the costs benefits and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's insurance. 9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.

Career Awareness, Exploration, Preparation, and Training (Standard 9.2)

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
4, 6, 8	There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p>

		<i>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</i>
2, 3, 4, 5, 6, 7, 8	An individual's income and benefit needs and financial plan can change over time.	<i>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</i> <i>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i>
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<i>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</i>
4, 6, 8	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<i>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</i> <i>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</i> <i>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</i> <i>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</i> <i>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</i> <i>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</i>

3, 8	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</p>
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Life Literacies and Key Skills ([Standard 9.4](#))
List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1,2,3,4,5,6,7,8	<p>Creativity and Innovation: With a growth mindset, failure is an important part of success.</p>	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>
8	<p>Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.</p>	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
1,2,3,4,5,6,7,8	<p>Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p>	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p>

4, 8	Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.	<i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i> <i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i>
4, 8	Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.	<i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i> <i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i> <i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i>
8	Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.	<i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i>
7, 8	Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	<i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i>
7, 8	Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	<i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i>

8	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>
1, 2, 3, 4, 5, 6, 7, 8	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i> <i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>
8	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i> <i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>
4, 8	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i> <i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</i></p>
8	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</i></p>

<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Information and Media Literacy: Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i></p> <p><i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i></p>
<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p>	<p><i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6).</i></p> <p><i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i></p>
<p>7, 8</p>	<p>Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>	<p><i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i></p> <p><i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i></p>

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1,2,3,4,5,6,7,8	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
1,2,3,4,5,6,7,8	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
1,2,3,4,5,6,7,8	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
1,2,3,4,5,6,7,8	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
1, 2, 3, 4, 5, 6, 7, 8	Science/ HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
7,8	Science /HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

2, 4	Science / HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system. [Clarification Statement: Emphasis is on Newtonian gravitational laws governing orbital motions, which apply to human-made satellites as well as planets and moons.]
4	Science/ HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations
3, 5	Science/ HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
3, 4, 5, 6, 7, 8	Science/ HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
8	Science/ HS-ESS3-2	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
8	Engineering/ HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
2, 4	Science / HS-PS2-1	Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
5, 7, 8	Science / HS-LS4-5	Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation... affect distribution or disappearance of species.
1, 2, 3, 4, 5, 6, 7, 8	Math/ S-ID A. 1 & 3	Interpreting Categorical and Quantitative Data A Summarize, represent, and interpret data on a single count or measurement variable. 1. Represent data with plots on the real number line (dot plots, histograms, and box plots). 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

1, 2, 3, 4, 5, 6, 7, 8	Math / S-IC B.6	Making Inferences and Justifying Conclusions B Make inferences and justify conclusions from sample surveys, experiments, and observational studies. 6. Evaluate reports based on data.
1, 2, 3, 4, 5, 6, 7, 8,	Health & PE/ 2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
7, 8	Health & PE/ 2.1.12.CHSS.7	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue
8	Computer Science and Design Thinking/ 8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources
1, 2, 3, 4, 5, 6, 7, 8	World Language/ Strand A	Reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:

Unit Addressed	Performance Expectations
1, 3, 4, 5, 6, 7, 8	<p>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)</p> <p>Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p> <p>The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures</p>

	<p>and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
1, 3, 4, 5, 6, 7, 8	<p>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
1, 2, 3, 4, 5, 6, 7, 8	<p>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards</p>
1, 2, 3, 4, 5, 6, 7, 8	<p>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>
1, 3, 4, 5, 6, 7, 8	<p>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12) A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.</p>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit I World Religions: Explores major world religions including Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism. Traces the origins, tenets, and current state of the religions.	September (~19 days)
Unit II Changes in European Thought: Examines the Renaissance, Reformation, and Scientific Revolution to reveal how humanity’s view of itself transformed based on belief and scientific discovery.	October (~19 days)
Unit III Age of Global Encounters: Chronicles the Age of Exploration from Columbus’s voyage and Vasco da Gama sailing around the Cape of Good Hope to the Spanish Conquistadors and Hudson’s quest for a Northeast Passage.	November (~16 days)
Unit IV Age of Revolutions: Begins by tracing the course of the Absolutism of monarchical rule to the French Revolution’s upheaval. Examine how the masses attempt to unite throughout the Industrial Revolution, and how they were empowered in America’s fledgling government.	December (~15 days)
Unit IV Age of Revolutions (continued): Begins by tracing the course of the Absolutism of monarchical rule to the French Revolution’s upheaval. Examine how the masses attempt to unite throughout the Industrial Revolution, and how they were empowered in America’s fledgling government.	January (~18 days)
Unit V Age of Imperialism and Nationalism: While changes in thought on government and society continue to develop in Europe’s enlightenment, explore globalization through industry during the Age of Imperialism as powerful military and industrial nations compete for land and resources worldwide.	February (~18 days)
Unit V Age of Imperialism and Nationalism (continued): While changes in thought on government and society continue to develop in Europe’s enlightenment, explore globalization through industry during the Age of Imperialism as powerful military and industrial nations compete for land and resources worldwide.	March (~15-20 days)
Unit VI Era of Great Wars: Discover the development and impact of World War I and World War II as philosophical and economic differences of great powers bring the world into conflict.	April (~15-20 days)
Unit VII Challenges of the Modern World: Examine the causes and effects of the Cold War and the embattlement between democracy and communism. Post WWII, young nations emerge from the grasp of colonial powers to claim independence.	May (~18 days)
Unit VIII Contemporary Issues: Explores the challenges confronting post-Cold War society in a technological age faced with present day ethnic and social issues from terrorism to human rights. The United Nations aims to ensure security for a global economy.	June (~15 days)

Units Scope and Sequence

Unit I: World Religions

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) -

- **6.2.8.HistoryUP.3.c:** Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization
- **6.1.12.HistoryCC.14.d:** Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
- **6.2.12.GeoPP.2.a:** Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
- **6.2.8.HistoryCC.2.b:** Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- **6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations

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Fundamental Concepts / Big Ideas

- What is religion and what purpose does it serve?(AAPI) (Holocaust & Genocide) (Amistad) (DEI)
- What are the origins, major beliefs/tenets, rituals and celebrations and sacred texts, of the major world religions? (AAPI) (Holocaust & Genocide) (Amistad) (DEI)
- What impact has religion had on society then and now and how are they reflected in the ethical systems of the modern world? (Holocaust & Genocide) (AAPI) (LGBTQ+ and People with Disabilities) (Climate) (Amistad) (DEI) (6.3Civics)
- What are the similarities and differences of world religions? (AAPI) (Holocaust & Genocide) (Amistad) (DEI) (Climate)
- How have world religions historically included and excluded minorities such as people with disabilities and LGBTQ people?(Holocaust & Genocide) (AAPI) (LGBTQ+ and People with Disabilities) (Amistad) (DEI) (6.3Civics)

Learning Objectives

Students will be able to...

- Examine the purpose and commonalities of religion, the different concepts of God, organized religion vs. religion, as well as religion as an uniting and dividing force. (Holocaust & Genocide) (AAPI) (LGBTQ+ and People with Disabilities) (Climate) (Amistad) (DEI)
- Examine the role of religion in people's everyday lives(Holocaust & Genocide) (AAPI) (LGBTQ+ and People with Disabilities) (Climate) (Amistad) (DEI) (6.3Civics)
- Identify and describe the roots and origins, major beliefs/tenets, rituals and celebrations, and sacred texts of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism(AAPI) (Holocaust & Genocide) (Amistad) (DEI) (LGBTQ+ and People with Disabilities)
- Analyze the importance, impact on society then and now, and spread & development of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism(AAPI) (Holocaust & Genocide) (Amistad) (DEI) (LGBTQ+ and People with Disabilities) (6.3Civics)
- Analyze primary source documents on Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism (AAPI) (Holocaust & Genocide) (Amistad) (DEI) (LGBTQ+ and People with Disabilities)

Unit II: Changes in European Thought

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- **6.2.12.EconGE.2.a:** Relate the development of more modern banking and financial systems to European economic influence in the world.
- **6.2.12.HistoryCC.2.a:** Determine the factors that led to the Reformation and the impact on European politics.
- **6.2.12.HistoryCC.2.b:** Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
- **6.2.12.HistoryCC.2.c:** Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- **6.2.12.HistoryUP.2.a:** Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

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Fundamental Concepts / Big Ideas

What new ideas and values led to the Renaissance and the Reformation?

- The Italian Renaissance was a rebirth of learning that produced many great works of art and literature.
- In the 1400's, the ideas of the Italian Renaissance began to spread to Northern Europe.
- Martin Luther's protest over abuses in the Catholic Church led to the founding of Protestant churches.
- As Protestant reformers divided over their beliefs, the Catholic Church made reforms.
- People with disabilities and Queer artists, thinkers, and reformers of the time period were leaders and contributors in the Renaissance (LGBT and People with Disabilities)

Learning Objectives

Students will be able to...

- Explain the conditions in Italy that gave rise to the Renaissance. (Climate) AAPI
- Identify the values and ideas prized during the Renaissance.
- Describe the artistic breakthroughs and achievements of Renaissance artists.
- Summarize influential literary works and techniques of key Renaissance writers.
- Explain the origins and characteristics of the Northern Renaissance.
- Trace the impact of the Renaissance on German and Flemish painters.
- Profile key Northern Renaissance writers.
- Describe the origins of the Elizabethan Age and Elizabethan drama.
- Examine the contributions of women to the Renaissance
- Explain how printing spreads ideas.
- Analyze historical forces and religious issues that sparked the Reformation.
- Trace Martin Luther's role in the movement to reform the Catholic Church.
- Analyze the impact of Luther's religious revolt.
- Explain the spread of the Protestant faith to England.
- Explain Calvin's Protestant teachings.
- Describe the beliefs of other reformers and the roles of women in the Reformation.
- Trace reforms in the Catholic Church.
- Summarize the legacy of the Reformation. (AAPI)
- Analyze queer relationships, identities, and contributions to arts, politics, and literature in the Middle Ages/Renaissance period (LGBTQ+ and People with Disabilities)

Unit III: Age of Global Encounters

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- **6.2.12.GeoSV.1.a:** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- **6.2.12.GeoHE.1.a:** Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- **6.2.12.EconGE.1.a:** Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
- **6.2.12.EconGE.1.a:** Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
- **6.2.12.EconGE.1.b:** Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- **6.2.12.EconGE.1.c:** Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- **6.2.12.HistoryCC.1.a:** Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- **6.2.12.HistoryCC.1.b:** Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- **6.2.12.HistoryCC.1.c:** Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- **6.2.12.HistoryCC.1.d:** Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas
- **6.2.12.HistoryCC.1.e:** Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
- **6.2.12.HistoryCC.1.f:** Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- **6.2.12.HistoryCC.1.g:** Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- **6.2.12.GeoPP.2.a:** Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.

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Fundamental Concepts / Big Ideas

What were the causes of the rise and decline of Muslim empires between 1300 & 1700? (AAPI)(DEI)

- The Ottomans established a Muslim empire that combined many cultures and lasted for more than 600 years.
- The Safavid Empire produced a rich and complex blended culture in Persia.
- The Mughal Empire brought Turks, Persians, and Indians together in a vast empire.

What fueled the age of exploration and why did China & Japan withdraw into isolation? (AAPI) (DEI)

- Advances in sailing technology enabled Europeans to explore other parts of the world.
- Advances under the Mong & Qing dynasties left China uninterested in European contact.
- The Tokugawa regime unified Japan and began 250 years of isolation, autocracy, and economic growth.

What was the impact of European exploration and colonization of the Americas? (Climate) (DEI) (Holocaust & Genocide) (AAPI)

- The voyages of Columbus prompted the Spanish to establish colonies in the Americas.
- Several European nations fought for control of North America, and England emerged victorious.
- To meet their growing labor needs, Europeans enslaved millions of natives & Africans
- The colonization of the Americas introduced new items into the Eastern & Western hemispheres.

Learning Objectives

Students will be able to...

- Discuss how Islam was the driving force behind the expansion of the Ottoman, Safavid & Mughal Empires. AAPI
- Describe the origins of the Ottoman Empire and trace the expansion of Ottoman power, the achievements under Suleyman, and the empire's slow decline. AAPI
- Summarize the rise of the Safavid & Mughal Empires, and explain their decline. AAPI
- Explain technological breakthroughs that allowed early sailors to travel long distances across the ocean. AAPI
- Explain what push/pull factors led to European exploration. AAPI
- Describe steps in Portugal's discovery of a sea route to Asia. AAPI
- Explain the rivalry between Spain & Portugal and how the pope resolved it.
- Locate European nations and their colonial empires on a world map. AAPI
- Describe life in Ming & Qing China. (AAPI)
- Describe Japanese society & culture during the Tokugawa Shogunate. AAPI (LGBTQ+ and People with Disabilities)
- Explain the purpose and effect of Japan's closed country policy. AAPI
- Describe the voyages of Columbus and his contemporaries.
- Describe the Spanish conquests of the Aztecs and Inca. (Holocaust & Genocide)
- Identify the effects of Spanish colonization on the Americas. (Holocaust & Genocide) (Climate)
- Trace the level of resistance to European rule by the natives. (Holocaust & Genocide) AAPI
- Summarize completing European claims in the Americas.
- Identify the causes of African slavery.(Amistad) (Holocaust & Genocide)
- Trace the rise and fall of slavery use in the Americas. (Amistad) (Holocaust & Genocide) (Climate)
- Explain the triangular trade route and Columbian exchange. (Climate)
- Identify the consequences of the Atlantic slave trade.(Amistad) (Holocaust & Genocide)
- Identify factors that led to the development of global trade. (AAPI)
- Describe the scope and impact of the Columbian food exchange. (Climate)
- Describe specific items that moved in each direction as a result of the Columbian Exchange. (Climate)

Unit IV: Age of Revolutions

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

- **6.2.12.CivicsPR.2.a:** Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.
- **6.2.12.CivicsPR.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.EconGE.2.a:** Relate the development of more modern banking and financial systems to European economic influence in the world.
- **6.2.12.HistoryUP.2.a:** Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds
- **6.2.12.CivicsPI.3.a:** Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- **6.2.12.CivicsDP.3.a:** Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- **6.2.12.CivicsDP.3.b:** Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
- **6.2.12.EconGE.3.a:** Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
- **6.2.12.EconGE.3.b:** Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
- **6.2.12.EconET.3.a:** Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- **6.2.12.EconET.3.b:** Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
- **6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

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Fundamental Concepts / Big Ideas

What were the causes & effects of absolute monarchies in Europe from 1500-1800?

- Beginning in the 1550s, several countries in Europe came under the control of absolute monarchs.
- The absolute rulers controlled all aspects of society within their countries.
- The absolute ruler's abuse of power would inspire calls for democratic governments & revolutions throughout the world.

What led Enlightenment scientists & philosophers to question old ideas?

- In the mid-1500s, scientists began to question accepted beliefs & make new theories based on experimentation.
- A revolution in intellectual activity changed Europeans' view of government & society.(6.3Civics)
- Enlightenment ideas spread throughout the Western world & profoundly influenced the arts & government. (6.3Civics)
- The application of Enlightenment and new ideas fall short in protecting and including marginalized groups like women, LGBTQ+, and Individuals with Disabilities (LGBTQ+ and People with Disabilities) (DEI)

What was the impact of the French Revolution, the rise & fall of Napoleon, and the Congress of Vienna?

- The French Revolution was caused by political, economic and social reasons.
- The French Revolution evolved into various phases and became more radical.
- Women contributed greatly to the French Revolution. (DEI)
- Describe the impact Napoleon Bonaparte had on France, Europe & the World. (LBGTQ+ and People with Disabilities) (6.3Civics) (DEI) (Climate)
 - 1791 French Penal Code decriminalizes homosexuality between two consenting adults (the first western European country to do so). As Napoleon conquered Europe, he spread the French Penal code, decriminalizing homosexuality
- After exiling Napoleon, European leaders met at the Congress of Vienna & tried to establish order and peace, by reestablishing their traditional roles and redrawing the lines of the map of Europe.

How did the Industrial Revolution begin & spread and how did it affect economics, politics and society? (Climate) (AAPI)

- The Industrial Revolution began in England & soon spread to other countries worldwide.
- The factory system changed the way people lived and worked, introducing a variety of problems.
- The Industrial Revolution led to economic, social and political reforms.

What impact did democratic ideals have on western society in the 19th century and how did technology and science change communication & daily life?

- Spurred by the demands of the people, Great Britain & France underwent democratic reforms.
- Britain allowed self-rule in Canada, Australia & New Zealand, but delayed it for Ireland. (Holocaust & Genocide)
- The United States expanded across North America, fought a civil war & enacted abolition of slavery & women's rights. (Amistad) (DEI)
- Breakthroughs in science & technology transformed daily life and entertainment.

Learning Objectives

Students will be able to...

- Describe Spanish power under Philip II.
- Explain the origins of absolute monarchy.
- Identify major figures from the Golden Age of Spanish art & literature.
- Describe the birth of the Netherlands.
- Explain Louis XVI's policies & characterize the style of his court.
- Describe Louis XVI's attempts to expand France's boundaries & the economic effects.
- Describe the causes & effects of Thirty Years' War.
- Characterize the difference between Russia & western Europe by 1700. (AAPI)
- Describe Peter the Great's reforms & their impact on Russia. (AAPI)
- Explain important climatic features of Russia & the impact it had on war (Mongolians, Napoleon, Hitler)
- Explain the causes & effects of the English Civil War.
- Describe the changes to English government through the Restoration, Glorious Revolution & evolution to constitutional monarchy.
- Describe the causes & effects of the Scientific Revolution.
- Summarize the development of the heliocentric theory.
- Describe the scientific method & describe its importance in different fields.
- Explain the ideas of Hobbes, Locke, Voltaire, Montesquieu & Rousseau & their impact on the U.S. Constitution.
- Describe the beliefs of Mary Wollstonecraft & the impact of the Enlightenment on women. (DEI)
- Explain the legacy of the Enlightenment.
- Describe changes in art, music & literature during the Enlightenment.
- Show how Enlightenment ideas reformed monarchies in Prussia, Austria & Russia.
- Explain the Enlightenment's influence on the American Revolution & government.
- List the three estates of the Old Regime.
- Summarize the factors that led to the French Revolution.
- Describe the creation of the National Assembly & the storming of the Bastille.
- Explain the importance of the Great Fear & the women's march on Versailles.
- Explain how the National Assembly changed France's government.
- Explain how war & the king's execution affected the Revolution.
- Describe the events & the aftermath of the Reign of Terror.
- Analyze the attitudes that made people support the use of the guillotine.
- Compare & contrast the government during various phases of the revolution.
- Debate whether the French Revolution was a success or failure.
- Explain how Napoleon came to power.
- Summarize how Napoleon restored order to France.

- Describe the extent & weaknesses of Napoleon's empire.
- Explain Napoleon's tactical & political mistakes.
- Summarize Napoleon's defeat, comeback & final downfall.
- List the results of the Congress of Vienna.
- Describe territorial changes made by the Congress of Vienna.
- Explain the beginnings of industrialization in Great Britain. (Climate)
- Describe key inventions that furthered the Industrial Revolution.
- Identify transportation improvements & impact on the Industrial Revolution. AAPI
- Trace the impact of railroads on British industry. AAPI
- Describe the social & economic effects of industrialization. AAPI
- Examine growing tensions between upper, middle & working classes.
- Identify the positive and negative effects of the Industrial Revolution. (Climate)
- Compare & contrast industrialization in Europe & the United States.
- Identify the effects of industrialization in non- industrialized countries worldwide. (Holocaust & Genocide) AAPI
- Identify thinkers & ideas that supported industrialization.
- Explain the origins & main concepts of socialism & Marxism. AAPI
- Examine unionization & legislative reform.
- Describe other reform movements of the 1800s; abolition of slavery, women's rights. (LGBTQ+ and People with Disabilities) (DEI) (Amistad)
- Explain the origin & goals of the women's suffrage movement.(DEI)
- Trace the development of democratic institutions in France.
- Describe how Canada achieved self-rule.
- Explain how Australia & New Zealand became democracies. (Holocaust & Genocide)
- Describe British domination of Ireland. (Holocaust & Genocide)
- Put the American Civil War in the context of nationalism in the Atlantic World. (Amistad)
- Describe inventions of the late 19th century/early 20th and their impact on daily life(light bulb, airplane, mass produced cars.
- Trace advances in medicine & science.
- Explain the rise of mass culture, mass society, and mass politics.
- Compare & contrast the economic, social, and cultural effects of science & technology on society from 1700-1914. (Climate) AAPI

Unit V: Age of Nationalism and Imperialism

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

- **6.2.12.GeoSV.1.a:** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- **6.2.12.CivicsPI.3.a:** Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government
- **6.2.12.CivicsPD.3.a:** Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
- **6.2.12.CivicsDP.3.a:** Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- **6.2.12.CivicsDP.3.b:** Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
- **6.2.12.HistoryCC.3.a:** Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- **6.2.12.GeoGI.3.a:** Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
- **6.2.12.EconGE.3.b:** Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
- **6.2.12.EconGE.3.c:** Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- **6.2.12.EconET.3.a:** Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
- **6.2.12.HistoryUP.3.a:** Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
- **6.2.12.HistoryCC.3.c:** Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

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Fundamental Concepts / Big Ideas

What great shifts in thinking altered politics and the arts between 1789 & 1900?

- Spurred by discontent & Enlightenment ideas, peoples in Latin America fought colonial rule. (DEI)
- Liberal & nationalist uprisings challenged the old conservative order of Europe.
- Decline of liberalism, rise of racist ideology backed by pseud-scientific research (Amistad)
- Nationalism contributed to the formation of new nations & a new political order in Europe.
- Evolution of Jewish political/religious identity and ideology including Zionism as well as racial anti-semitism in the west (Holocaust & Genocide)
- Artistic & intellectual movements both reflected and fueled changes in Europe during the 1800s.

What changes resulted from European colonial expansion?

- Ignoring the claims of African ethnic groups, kingdoms and city states, Europeans established colonies. (Amistad) (Holocaust & Genocide)
- Analyze the effects of imperialism on African demography. (Amistad)

- Europeans embarked on a new phase of empire building that affected every continent. (Amistad)(Holocaust & Genocide) (Climate)
- European nations expanded their empires by seizing their territories from Muslim states. (AAPI)
- As the Mughal Empire declined, Britain seized Indian territory and soon controlled almost the whole subcontinent.(AAPI)
- Demand for Asian products drove Western imperialists to seek possession of southeast Asian lands. (Climate)(AAPI)
- Creation of “Great Divergence” between European/Western industrial powers and the rest of the world. (AAPI)

What impact did imperialism, economic instability, and revolution have on developing nations?

- Western pressures eventually forced China into socio-political chaos. (AAPI)
- Japan followed the model of western powers by industrialization and expanding its foreign influence. (AAPI)
- The USA put increasing economic and political pressure on Latin America during the 19th century. (DEI)
- Political, economic, and social inequalities in Mexico triggered a period of revolution & reform. (DEI)
- Great Britain and other colonial powers exportation of homohombic laws and gender norms to colonial territories (LGBTQ+ and People with Disabilities)

Learning Objectives

Students will be able to...

- Identify the elements of colonial society that caused unrest in Latin America.
- Explain how & why Haiti won independence.
- Describe the activities of Bolivar, San Martin, Native Americans & meztizos in liberation events.
- Describe Brazil’s peaceful liberation.
- Identify Latin American, Asian, African & European countries studied during this unit on a World Map. (AAPI)
- Identify the three schools of political thought; conservative, liberal, radical. (AAPI)
- Trace the development of nationalism.
- Analyze the characteristics & effects of nationalism. (AAPI)
- Describe nationalism in the Balkans (prior to 1914)
- Identify the links that create nation-states & explain how nationalism weakened empires (Austria, Russia, Ottoman)
- Describe why 39 Germanic states unified in a loose grouping called the Germanic Confederation.
- Compare & contrast the causes and characteristics of romanticism, realism & impressionism.
- Describe Africa before European domination. (Amistad) (Holocaust & Genocide)
- Summarize the motives of European colonizers and the factors that allowed them to control Africa. (Amistad) (Holocaust & Genocide)
- Identify three groups that clashed in South Africa. (Amistad)
- Explain the 4 different forms of colonial control.
- Summarize African resistance movements.(Amistad)
- Analyze the impact of colonial rule on Africa. (Amistad)
- Summarize the decline of the Ottoman Empire.
- Evaluate Egypt & Persia’s response to European influence. (AAPI)
- Describe the British takeover of India. (AAPI)
- Identify positive and negative aspects of British colonialism in India. (LGBTQ+ and People with Disabilities) (AAPI)
- Trace early nationalist movements in India. (AAPI)
- Summarize the acquisition of European colonies in Southeast Asia. (AAPI)
- Describe U.S. acquisition of the Philippines & Hawaii.(Holocaust & Genocide) (AAPI)
- Explain China’s resistance to foreigners in the 19th century. (AAPI)
- Describe rebellions that shook China. (AAPI)
- Summarize effects of Chinese reforms & the growth of nationalism. (AAPI)
- Explain why Japan ended its isolation. (AAPI)
- Trace the growth of Japanese imperialism. (AAPI)
- Explain how Latin America’s colonial legacy shaped it’s history.(LGBTQ+ and People with Disabilities)
- Document how foreign powers influenced Latin American economies since 1492. (LGBTQ+ and People with Disabilities)
- Trace the effects of the Monroe Doctrine & Roosevelt Corollary.
- Understand the operation & significance of the Panama & Suez Canals. (Climate)
- Explain the causes & results of the Mexican Revolution.

Unit VI: Era of Great Wars

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

- **6.2.12.CivicsPI.4.a:** Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
- **6.2.12.CivicsPI.4.b:** Assess government responses to incidents of ethnic cleansing and genocide.
- **6.2.12.CivicsHR.4.a:** Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- **6.2.12.GeoSV.4.a:** Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
- **6.2.12.GeoSV.4.b:** Determine how geography impacted military strategies and major turning points during World War II.
- **6.2.12.GeoGI.4.a:** Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
- **6.2.12.EconEM.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.HistoryCC.4.a:** Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
- **6.2.12.HistoryCC.4.b:** Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- **6.2.12.HistoryCC.4.c:** Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- **6.2.12.HistoryCC.4.d:** 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.HistoryCC.4.e:** Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- **6.2.12.HistoryCC.4.f:** Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
- **6.2.12.HistoryCC.4.g:** Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
- **6.2.12.HistoryCC.4.h:** Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- **6.2.12.HistoryUP.4.a:** Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations
- **6.2.12.HistoryUP.4.b:** Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
- **6.2.12.HistoryUP.4.c:** 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.HistoryCA.4.a:** Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
- **6.2.12.HistoryCA.4.b:** Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.

- **6.2.12.HistoryCA.4.c:** Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

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Fundamental Concepts / Big Ideas

What were the causes, events and effects of World War I?

- In Europe (1914) military buildup, nationalistic feelings, and rival alliances set the stage for a continental war.
- One European country after another was drawn into a large & industrialized war that resulted in many casualties.
- Quickly, the Great War spread to several continents and required the full resources of many governments.
- After winning the Great War, the Allies dictated a harsh peace settlement that left many nations (especially Germany & Italy) feeling betrayed.
- The Ottoman Empire systematically killed the Armenian people during WWI. (Holocaust & Genocide)
- By 1917, long term social unrest in Russia exploded in revolution, and ushered in the world's first Communist government.
- After Lenin died, Stalin seized power & transformed the Soviet Union into a totalitarian state. AAPI
- After the fall of the Qing dynasty, communists & nationalists struggled for power in China. AAPI
- Post World War One Nationalism triggered independence movements to overthrow Colonial powers in Africa & Asia. AAPI

What were the economic, political, social & scientific changes that brought the world to the brink of a second world war?

- The post WW1 era was one of loss and uncertainty but also one of invention & creativity. AAPI
- An economic depression in America spread throughout the world and lasted a decade.
- In response to political turmoil and economic crises, Italy & Germany turned to totalitarian dictators. (Holocaust & Genocide)
- As Germany, Italy & Japan conquered other countries, the rest of the world did nothing to stop them. (Holocaust & Genocide)
AAPI

What were the causes & effects of World War II?

- Using the sudden mass attack called blitzkrieg, Germany overran much of Europe & North Africa.
- Japan attacked Pearl Harbor and brought the USA into World War II. AAPI
- During the Holocaust, Hitler's Nazis killed six million Jews and five million "non-Aryans." (Holocaust & Genocide) (LGBTQ+ and People with Disabilities) (Amistad)
- Led by the USA, Great Britain, and the Soviet Union, the Allies scored key victories and won the war. AAPI
- World War II cost millions of human lives and billions of dollars in damages. It left Europe & Japan in ruins. AAPI

Learning Objectives

Students will be able to...

- Summarize the causes & effects of the Great War.
- List & locate the countries that made up the Triple Alliance & Triple Entente
- Describe the international reaction to Austria's declaration of war.
- Summarize military events on the Western Front (trench warfare)
- Explain the development of war on the Eastern Front.
- Identify how governments established wartime economies.
- Summarize the Allies' push to victory.
- Explain the political & economic effects of the war on Europe, their colonies & American power & influence worldwide.
- Explain the events that led to the Treaty of Versailles.
- Identify the effects of the treaty on European powers.
- Describe the Armenian Genocide and Turkish Denial (Holocaust & Genocide)
- Explain the crises that paved the way for the March Revolution(1917) and the end of czarist rule in Russia.
- Summarize the Bolshevik Revolution & its outcome. AAPI
- Explain Lenin's reforms & the rise of Stalin.
- Discuss how Holodomor was a man- made famine created by the Soviets to kill Ukrainians. (Holocaust & Genocide)
- Define totalitarianism & apply to Stalin, Hitler, Mussolini. (Holocaust & Genocide)
- Summarize Stalin's state controlled economic programs.
- Describe daily life in Soviet Union, Italy & Germany during the 1930s & 1940s. (Holocaust & Genocide)
- Recognize how propaganda was used during World War I, the Great Depression & World War II. (Holocaust & Genocide)

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- Trace the rise of nationalism and communism in China. AAPI
- Describe the civil war between the Communists & Nationalists in China. AAPI
- Trace nationalist activity in India during the era of World Wars. AAPI
- Summarize Gandhi's nonviolent tactics. AAPI
- Explain how Indian self-rule heightened conflicts between Muslims & Hindus. AAPI
- Describe the rise of independence movements in Southwest Asia during the era of World Wars. AAPI
- Describe the creation of modern Turkey & Iran. AAPI
- Describe the progression of years in which oil was discovered in the Middle East. (Climate) AAPI
- Describe how the brutality of war prompted philosophers and writers to explore new ideas.
- Identify the changing roles of women post WWI. (LGBTQ+ and People with Disabilities)
- Trace new technological advances and how they transitioned from use during war, to use for civilians.
- Describe the impact of WWI on post war Europe.
 - Effects of WWI on Gay Rights, Gender, and People with Disabilities
- Identify the problems faced by the Weimar Republic.
- Analyze the worldwide effects of the Great Depression.
 - Effects of Great Depression on LGBTQ+ Rights, Gender, and People with Disabilities (LGBTQ+ and People with Disabilities)
- Describe Mussolini & Hitler's creation of a Fascist state in Italy & Germany. (Holocaust & Genocide)
 - Compare past treatment and LGBTQ+ gains in Germany and Soviet Union with their persecution during the new authoritarian regimes (LGBTQ+ and People with Disabilities)
- Discuss the rise of Hitler, the Nazi's, and the extension of Hitler's power. (Holocaust & Genocide)
- Trace the shift from democratic governments to dictatorships in Eastern Europe.
- Describe Japan's attempts to build an empire. AAPI
- Trace the moves of the Axis powers in seeking world domination. AAPI
- Summarize why British & French appeasement & American isolationism failed to stop Fascist aggression.
- Summarize the events that led to World War II. AAPI
- Describe the fall of France & the Battle of Britain.
- Explain the conflicts on the Mediterranean and on the Eastern Front. AAPI
- Describe U.S. aid to the Allies.
- Explain how Japanese expansionism led to war with the Allies in Asia. (Climate) AAPI
- Describe Japan's early battle successes. AAPI
- Explain how the Allies were able to stop Japanese expansion. AAPI
- Summarize Allied battle strategy in the Pacific. AAPI
- Trace the course of the persecution of the Jews by the Nazis. (Holocaust & Genocide)
- Discuss the persecution of non-Jewish victims (Roma, Homosexuals, People living with Disabilities, Black Germans) by the Nazis (LGBTQ+ and People with Disabilities) (Amistad)
- Describe the results of the "Final Solution." (Holocaust & Genocide)
- Describe the Allied strategy in Europe.
- List efforts made on the home front.
- Summarize events that led to the surrender of Germany & Japan. AAPI
 - Alan Turing cracking the Nazis enigma code (LGBTQ+ and People with Disabilities)
- Understand the key events in the development & use of the first atomic bomb. (Climate) AAPI
- Describe the conditions of Europe in 1945.
- Identify the political consequences of the Allied victory in postwar Europe.
- Summarize how defeat and occupation affected political and civic life in Japan. AAPI
- Describe Japan's and Germany's postwar constitutions. AAPI
- Examine & compare the development of warfare technology between World War I & II.

Unit VII: Challenges to the Modern World

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- **6.2.12.CivicsPI.5.a:** Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
- **6.2.12.CivicsHR.5.a:** Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- **6.2.12.HistoryCC.5.a:** Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
- **6.2.12.GeoPP.5.a:** Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- **6.2.12.GeoSV.5.a:** Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
- **6.2.12.GeoGI.5.a:** Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- **6.2.12.EconET.5.a:** Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
- **6.2.12.EconET.5.b:** Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
- **6.2.12.EconGE.5.a:** Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- **6.2.12.HistoryCC.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.HistoryCC.5.c:** Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
- **6.2.12.HistoryCC.5.d:** 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.HistoryCC.5.e:** 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.HistoryCC.5.f:** Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
- **6.2.12.HistoryCC.5.g:** 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.HistoryCC.5.h:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- **6.2.12.HistoryCA.5.a:** Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

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Fundamental Concepts / Big Ideas

How did the USA & Soviet Union compete for economic & military superiority in the Cold War era?

- The opposing economic and political philosophies that led to the global competition.
- After WWII, Chinese Communists defeated Nationalistic forces and two separate Chinas emerged. . (AAPI)
- In Asia, the Cold War flared into actual wars in Korea & Vietnam, supported mainly by the superpowers. . (AAPI)
- The superpowers supported opposing sides in Latin American & Middle Eastern conflicts.
- The Cold War began to thaw as the superpowers entered an era of uneasy diplomacy.

What independence movements and political conflicts took place in Africa & Asia as colonialism gave way after WWII?

- New nations emerged from the British colony of India. (AAPI)
- Former colonies in South East Asia worked to build new governments and economies. AAPI
- After WWII, African leaders threw off their colonial rule & created independent countries.
- Division of Palestine after WWII made the Middle East a hotbed of competing nationalist movements. (Holocaust & Genocide) AAPI
- Lands controlled or influenced by the Soviet Union struggle with the challenges of establishing new nations. AAPI
- In Latin America, economic problems and authoritarian rule delay democracy. (Holocaust & Genocide)
- As recent histories of Nigeria & South Africa show, ethnic and racial conflicts can hinder democracy. (Amistad)(Holocaust & Genocide)
- Democratic reforms brought important changes to the Soviet Union. AAPI
- Changes in the Soviet Union led to changes throughout Eastern Europe.
- In response to contact with the West, China's government has experimented with capitalism but has rejected calls for democracy. AAPI

Learning Objectives

Students will be able to...

- Assess the successes and failures of promoting human rights around the world following WWII (Amistad)(Holocaust & Genocide) (LGBTQ+ and People with Disabilities)
- Recognize how the Cold War affected nations throughout the world. AAPI
- Analyze the U.S.- Soviet post war split.
- Explain how Soviet domination of Eastern Europe developed.
- Describe U.S. containment of Communist expansion.
- Define the Cold War.
- Describe the important milestones in the history of space exploration.
- Analyze the civil war in China between the Nationalists & Communists. AAPI
- Explain how China split into two nations. AAPI
- Describe how Mao Zedong's Marxist regime transformed China. (Holocaust & Genocide) AAPI
- Trace the course and consequences of the Korean War. AAPI
- Summarize the causes of the Vietnam War and describe its aftermath. AAPI
- Describe the conditions in Cambodia and Vietnam after the Vietnam War. (Holocaust & Genocide) AAPI
- Explain how the Cold War affected developing nations. AAPI
- Describe superpower confrontations in Latin America after WWII.
- Identify Cold War conflicts in the Middle East. AAPI
- Analyze Soviet domination of Eastern Europe & the Soviet- Chinese split. AAPI
- Trace the origins of détente and its effects on the Cold War. AAPI
- Describe the renewal of Cold War tensions in the 1980s. AAPI
- Describe the partition of India. AAPI
- Summarize the leadership of Nehru. AAPI
- Explain the division of Pakistan. AAPI
- Summarize the Philippines' independence movement. (Holocaust & Genocide) AAPI
- Analyze why some countries in Southeast Asia have more successful economies than others today. AAPI
- Identify the factors affecting the success of African independence efforts.
- Explain civil wars and independence struggles in Africa. (Amistad)(Holocaust & Genocide)
- Describe the formation of Israel. (Holocaust & Genocide) AAPI
- Trace the conflicts between Israel & surrounding Arab states. (Holocaust & Genocide) AAPI
- Describe the Palestinian struggle against Israel. (Holocaust & Genocide) AAPI
- Explain Arab- Israeli peace efforts. AAPI
- Identify the challenges facing the nations of the former Soviet Union. AAPI
- Describe Afghanistan's struggle for independence and possible role in global terrorism. AAPI
- Describe why in Latin America, economic problems and authoritarian rule delay democracy.(Holocaust & Genocide)

- Explain Africa's legacy of colonialism. (Holocaust & Genocide)
- Trace the history of white rule in South Africa & its change to democracy in the 1990s.
- Discuss Mikhail Gorbachev & his reforms.
- Identify events leading to the breakup of the Soviet Union. AAPI
- Describe Russia under Boris Yeltsin & Vladimir Putin.
- Explain reforms in Poland & Hungary.
- Summarize the changes in Germany after the fall of communism in the USSR.
- Explain the conflict in the former Yugoslavia under Slobodan Milosevic.
- Summarize Mao Zedong's rule. (Holocaust & Genocide)
- Explain changes under Deng Xiaoping. AAPI
- Describe China's democracy movement. AAPI
- Discuss the relationship between economic & political change in China. AAPI

Unit VIII: Contemporary Issues

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- **6.2.12.CivicsPI.5.a:** Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
- **6.2.12.CivicsHR.5.a:** Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
- **6.2.12.HistoryCC.5.e:** 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.HistoryCC.5.h:** Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
- **6.2.12.CivicsPI.6.a:** Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
- **6.2.12.CivicsHR.6.a:** Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- **6.2.12.CivicsHR.6.b:** Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- **6.2.12.GeoPP.6.a:** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- **6.2.12.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
- **6.2.12.EconGE.6.b:** Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
- **6.2.12.EconGE.6.c:** Relate the rise of the Internet and social media to global economy.
- **6.2.12.HistoryCC.6.a:** Evaluate the impact of terrorist movements on governments, individuals and societies.

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Fundamental Concepts / Big Ideas

- Advances in science and technology made the world more globally interdependent and affected people's lives AAPI
- Globalization has caused the economies of the world's nations to be so closely linked that the actions of one nation affect others. AAPI
- Since 1945, nations have used collective security efforts to solve problems. AAPI
- Terrorism threatens the safety of people all over the world. AAPI
- While the status of marginalized groups around the world have made some improvements, prejudices, discrimination and persecution based on religion, gender, sexuality, race, ethnicity, etc still remains a global problem.(Holocaust & Genocide) (AAPI) (LGBTQ+ and People with Disabilities) (Amistad) (DEI)
- Human activities have greatly contributed to climate change and will have consequences for the Earth system and human lives (climate)
- The solution to global issues, especially economic ones, may lie in enhanced cooperation between nations and international organizations (6.3 civics).

Learning Objectives

Students will be able to...

- Trace the exploration of outer space.
- Identify the effects of expanding global communications. AAPI
- Evaluate effects of advances in modern healthcare, medicine & agriculture. AAPI
- Discuss the effects of technology on the world economy. (6.3 civics) AAPI
- Define the global economy.(6.3 civics) AAPI
- Identify ways that nations deal with issues of war and peace. (Holocaust & Genocide)
- Give examples of human rights issues and world health issues. (Holocaust & Genocide) (LGBTQ+ and People with Disabilities) AAPI
- Define modern terrorism and give examples from around the world. AAPI
- Describe the September 11, 2001 terrorist attacks on the USA & U.S. response to the attack. AAPI
- Compare and contrast the characteristics of five developing nations. AAPI
- Explain issues raised by energy usage, the power gained by countries with vast supplies of petroleum and the world's search for alternative energy sources. (6.3 civics) AAPI (climate)
- Discuss the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use. (climate)
- Discuss the causes of climate change and the efforts that have been made to address this crisis. (climate)
- Evaluate the improving the status of women, LGBTQ+ People and People with Disabilities (LGBTQ+ and People with Disabilities) AAPI
- List weapons of mass destruction and identify the threats they pose to peace, security & human survival. AAPI
- Compare & contrast the reasons for U.S. involvement in Afghanistan & Iraq post 9/11/2011. AAPI
- Describe the Universal Declaration of Human Rights and cite human rights violations from around the world. (Holocaust & Genocide) (AAPI) (LGBTQ+ and People with Disabilities) (Amistad) (DEI)

Please contact the content supervisor for any questions.