

Montclair Public Schools

Social Studies

Curriculum Guide

for the 2013-2014 School Year

2013-2014

Approved by the Montclair Board of Education
November 2012/Revised: September 2013

Montclair Public Schools
Global Studies Unit Marshall A.b

Subject	Global Studies	Grade	9	Unit #	One	Pacing	Ten Weeks
Unit	Latin America						
Overview							
<p>World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Active Citizenship in the 21st Century, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <ul style="list-style-type: none"> Unit 1: Latin America – Colonization, Revolution, Independence, Political and Economic Structures, Cold War, Current relationship with the United States Focus Topics: Introduction of new Political, Economic, and Social Structures in Latin America due to Colonization. Causes, effects, successes, and failures of Latin American Revolutions. Economic disparity/limitations impact on political philosophies in Latin America. Impact of the Cold War on Latin America. Lexile Levels: 1050L through 1335L 							
Standard #	NJCCCS	SLO #	Student Learning Objectives	Depth of Knowledge			
6.2.1	<ul style="list-style-type: none"> The Emergence of the first Global Age: Global Interactions and Colonialism 	1	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.	2			
		2	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.	4			

6.2.3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact	3	Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.	4
		4	Evaluate 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.	4
		5	Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.	4
		6	Evaluate how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.	4
		7	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.	2
		8	Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.	4
		9	Relate the role of geography to the spread of independence movements in Latin America.	2

6.2.5	The 20 th Century Since 1945: Challenges for the Modern World	10	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.	3
		11	Determine the extent to which Latin American political Independence also brought about economic independence in the region.	3
		12	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.	1
		13	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.	4
		14	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.	1
		15	Determine the impact of political philosophy on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.	3

6.2.6	Contemporary Issues	16	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.	4
		17	Relate the lingering effects of colonialism to the efforts of Latin American to build stable economies and national identities.	2
		18	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.	4
6.3	Active Citizenship in the 21 st Century, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	19	Participate in a real or simulated hearing about a social issue with a related economic impact (e.g. immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.	4

Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy. RH	English Language Arts Standards: History/Social Studies: Grade 9-10 <i>Key Ideas and Details</i>			
CCSS.ELA-Literacy.RH. 9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	20	Identify textual evidence from primary and secondary sources that support specific idea. Identification and purpose should be implied with reference to date, point of view, author, and purpose.	1
CCSS.ELA-Literacy.RH. 9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	21	Formulate and Construct evidence from primary or secondary sources that support a position or thesis. Interpret the meaning of primary and secondary sources.	3
CCSS.ELA-Literacy.RH. 9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <i>Craft and Structure</i>	22	Independently write a narrative that uses specified references and details from primary and secondary sources to prove a cause and effect relationship between historical events.	4
CCSS.ELA-Literacy.RH.	Determine the meaning of words and phrases as they are used in a text, including	23	Define Vocabulary words from Unit Define economic, political, and social theories (Communism, Socialism, Capitalism)	1

9-10.4	vocabulary describing political, social, or economic aspects of history/social science.		Compare historical Social Systems of the region to modern social systems in the Region	2
CCSS.ELA-Literacy.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	24	Evaluate textual evidence from primary sources that are convincing and complete to create an essay.	4
	<i>Integration of Knowledge and Ideas</i>			
CCSS.ELA-Literacy.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	25	Construct an argument, thesis or position using direct evidence from the text. Evaluate the legitimacy of an authors claim by conducting additional research	3 4
CCSS.ELA-Literacy.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	26	Differentiate the treatment of like topics by analyzing the detail of several primary and secondary sources. Graph similarities and difference between sources.	3 2
CCSS.ELA-Literacy.WH ST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	27	Create an Informative Essay or paragraph that uses specified references and details from primary and secondary sources to prove a cause and effect relationship between historical events.	4
CCSS.ELA-Literacy.WH	Introduce a topic and organize ideas, concepts, and information to make		Independently create an essay prompt that is either	4

ST.9-10.2a	important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	28	informational or positional and support the thesis or position with evidence from primary sources.	
CCSS.ELA-Literacy.WH ST.9-10.2b	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.	29	Organize and construct an essay or piece of writing using primary sources, secondary sources, quantitative, and technical data. Independently creates an informational piece of writing based on Unit information or primary/secondary sources.	2 4
CCSS.ELA-Literacy.WH ST.9-10.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	30	Independently organize an essay that establishes flow and repeatedly connects ideas, historical examples, fact, back to the thesis	2
CCSS.ELA-Literacy.WH ST.9-10.2d	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.	31	Integrate quotes, data, or information into written work Identify domain specific Vocabulary from textual readings to be used in written work Define Domain specific vocabulary based on sentence structure and apply domain specific vocabulary into written work	2 1 4
CCSS.ELA-	Establish and maintain a formal style and	32	Find informal terms, vocabulary, transitional words in written work	1 3

Literacy.WH ST.9-10.2e	objective tone while attending to the norms and conventions of the discipline in which they are writing.		Graph adjectives that establish a formal versus informal tone Apply formal tone and style to written work	4
CCSS.ELA- Literacy.WH ST.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	33	Independently write an appropriate conclusion statement that articulates the information/goals of the writing.	4
	<i>Production and Distribution of Writing</i>			
CCSS.ELA- Literacy.WH ST9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	34	Independently design an organized essay or piece of writing with appropriate tone based on the prompt.	4
			Write several drafts of an essay while evaluating the organization, grammar, information, structure and tone of the essay.	3
			Critique drafts of essay while evaluating the organization, grammar, information, structure and tone of the essay.	3
CCSS.ELA- Literacy.WH ST9-10.5	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.	35	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.	3

CCSS.ELA-Literacy.WH ST9-10.9	<i>Research to Build and Present Knowledge</i> Draw evidence from informational texts to support analysis, reflection, and research.	36	Identify and label textual support when researching and writing using parenthetical notation	1
			Graph quotes or direct information from textual evidence correlating with summary of information	3
			Construct a thesis or position using textual evidence.	4
			Connect textual evidence with outside information repeatedly in an essay to support a thesis or position.	4

Big Ideas: Marshall A.c

1. European colonization of Latin America had profound effects on Latin American political, economic, and social structures. The cultural blending of Native American, African, and European influences impacted all structures. European Colonization in Latin America, including the introduction of the Atlantic Slave Trade, restructured pre-Columbian economic, political, and social structures to meet the demands of European Empires (cash crops, viceroys, creoles). In addition, the new social pyramid created by Europeans in Latin America provided a foundation of in equality impacting future political structures.
2. Revolutionary leaders from this region borrowed from Enlightenment ideology and helped spread successful political revolutions of independence across Latin America. Although these political revolutions in Latin America succeeded in terms of gaining independence from an Empire, they failed in reshaping political, economic, and social structures in the region.
3. Socialist and Communist ideology was prominent as a result of a political, economic, and social stagnation of lower classes in the region.
4. During the Cold War the United States and the Soviet Union tried to spread ideological influence to the region. This was done through diplomatic, monetary and physical interventions in the region. Many Proxy Wars were fought here. America’s involvement in Latin American affairs during the 20th century has both positive (NAFTA) and negative (Operation Condor) results.

Essential Questions: Marshall A.c, C.c

1. How did colonization affect the region?
2. What impact did the revolutionary leaders have on this region?
3. What impact did the Cold War have on Latin America? What is the current relationship between the United States and Latin America?

Assessments: Marshall A.d, D.c

1. Common Benchmark as per district schedule
2. Formal and informal formative and summative assessments as determined by the teacher

Key Vocabulary

- Mercantilism
- Imperialism
- Social Pyramids

- Communism
- Capitalism
- Cold War

Suggested Resources (CCSS Exemplar Texts in Bold)

- **Ellis, Elisabeth G., and Anthony Esler. *World History Connections to Today*.** Upper Saddle River: Prentice Hall, 1999. Print. **Lexile 1090L.** (pages 394 – 400, 461 – 465, 536 – 543, 672 – 677, 808 – 813, 948 -972).,
- **Amistad Curriculum** <http://njamistadcurriculum.org/>
- **Holocaust Mandate**
- Major Activities: Proxy War Power Point Presentations, DBQ Analysis, Position Paper.
- www.lexile.com
- CCSS Framework Appendix A: Grade Level Text Complexity
- Unit 1 Assessment Rubric and Key

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • NJDOE resources • Read 180 • System 44 • Wilson Reading

CROSS CURRICULUR RESOURCES

The Amistad Commission's Literacy components <http://njamistadcurriculum.net/history/commoncore/literature>

Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

21st Century Skills: Bold all that apply

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

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

Technology Infusion

Grades 9-12

Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others

Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

Grades 9-10 Students

Use **technology**, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of **technology's** capacity to link to other information and to display information flexibly and dynamically

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.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or **digital** text.

Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences

- Students' published pieces
- Unit tests/Projects
- Quizzes

Montclair Public Schools
Global Studies Unit Marshall A.b

Subject	Global Studies	Grade	9	Unit #	Two	Pacing	Ten Weeks
Unit	Asia						
Overview							
<ul style="list-style-type: none"> Grade 9, World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Active Citizenship in the 21st Century, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Unit 2: Asia – Colonization, Revolution, Independence, World War, Political and Economic Structures, Cold War, Current relationship with the United States Focus Topics: Comparing Indian, Chinese and Japanese reactions to imperialism (Rebellion, Revolution, and Expansion). Impact of the Cold War on the region. Twentieth Century economic successes and failures in Asia. Human Rights issues in Asia (Child Labor, Tibet, One Child Policy, Censorship, Firewall, North Korea). Who is the next super power? Major Activities: Blog Project and Debate Series: Labor Rights, Tibet, North Korea, Cambodia, and The next Super Power? Lexile Levels: 1010L through 1260L 							
Standard #	NJCCCS	SLO #	Student Learning Objectives			Depth of Knowledge	
6.2.3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact	1	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Asia during this era, and evaluate the impact of these actions on their relations.			4	
		2	Analyze interrelationships among the Industrial Revolution, nationalism, and competition for global markets, imperialism, and natural resources.			4	
		3	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.			3	

6.2.4	A Half Century of Crisis and Achievement: The Era of the Great Wars	4	Assess the impact of imperialism on economic development in Asia.	3
		5	Compare how individuals and groups promoted revolutionary actions and brought about change during this time period.	3
		6	Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.	3
		7	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.	4
		8	Explain the rise of fascism and spread of communism in Asia.	1
		9	Analyze the ways in which new forms of war, and imperialism affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.	4

6.2.5	The 20 th Century Since 1945: Challenges for the Modern World	10	Assess the causes of revolution in the 20th century (i.e., China, India), and determine the impact on global politics.	3
		11	Analyze the role of nationalism and propaganda in mobilizing civilian populations.	4
		12	Analyze how the social, economic, and political roles of women were transformed during this time period.	4
		13	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.	4
		14	Analyze the causes and consequences of mass killings (e.g., Cambodia), and evaluate the responsibilities of the world community in response to such events.	4
		15	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.	4

		16	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.	1
		17	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.	3
		18	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China	3
		19	Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India.	3
		20	Assess the influence of television, the internet, and other form of electronic communication on the creation and diffusion of economic and political changes worldwide.	4
		21	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.	4
6.2.6	Contemporary Issue			
6.3	Active Citizenship in the 21 st Century, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	22	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 such problems are universal	3

Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH	English Language Arts Standards: History/Social Studies: Grade 9-10 <i>Key Ideas and Details</i>			
CCSS.ELA-Literacy.RH 9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <i>Craft and Structure</i>	23	Apply textual evidence from primary and secondary sources that support specific idea. Identification and purpose should be implied with reference to date, point of view, author, and purpose. Parenthetical notation must be used.	4
CCSS.ELA-Literacy.RH 9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective <i>Integration of Knowledge and Ideas</i>	24	Evaluate two sources with contrasting views and defend a position in a piece of writing.	3
CCSS.ELA-Literacy.RH9 -10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	25	Apply textual evidence from primary and secondary sources that support specific idea. Identification and purpose should be implied with reference to date, point of view, author, and purpose. Parenthetical notation must be used.	4
CCSS.ELA-Literacy.RH9 -10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	26	Interpret and compare the goals of two primary source texts and their authors. Investigate the purpose of the primary source texts by analyzing details of each source.	4
CCSS.ELA-Literacy.RH9 -10.10	By the end of Grade 10, read and comprehend history/social studies text in the grades 9-10 text complexity band independently and proficiently.	27	Students, independently, read passages at the 1010 Lexile Level and summarize, organize, Critique, and Synthesize information from the passages.	4

CCSS.ELA-Literacy.WH ST.9-10.1.a	Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.	28	Construct an argument, thesis, or position using direct evidence from the text.	3
CCSS.ELA-Literacy.WH ST.9-10.1.b	Develop claims and counter claims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline appropriate form and in a manner the anticipates the audience’s knowledge level and concerns.	29	Construct supportive body paragraphs using direct evidence from the text and information from class. Evaluate the legitimacy of an authors claim by evaluating the authors’ point of view, audience, and goal. Apply appropriate vocabulary and information from throughout the unit to support claims and counterclaims.	4
CCSS.ELA-Literacy.WH ST.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.	30	Organize body paragraphs and transitions between information that integrate information from text and knowledge from class. Connect information in body paragraph that imply causation or evaluation of sources	2 4
CCSS.ELA-Literacy.WH ST.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing	31	Independently, and in a timed setting, students will prove/support a thesis through a well developed essay that follows the conventions of standard English.	4
CCSS.ELA-Literacy.WH ST.9-10.1.e	Provide a concluding statement or section that follows from or supports the argument presented	32	Independently, students will design a concluding paragraph that synthesizes information in the essay and proves the thesis Students will include a “so what” or global perspective statement.	4

CCSS.ELA-Literacy.WH ST.9-10.10	<i>Range of Writing</i> 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.	33	Independently support a position or synthesize a historical thesis, in a timed setting that integrates specific references to primary and secondary sources.	4
			Independently apply primary and secondary sources to writing prompts.	4
			Independently apply quantitative and technical data in an essay to support a thesis	4

Big Ideas: Marshal A.c

1. European colonization of South Asia and East Asia had profound effects on the respective regions political, economic, and social structures. Different benefits and draw backs resulted in the regions based on how the region responded to westernization. The methods of Imperialism also varied based on the cooperation of the colonial governments and the colonial people.
2. Major religious and cultural structures such as Hinduism, Buddhism, Legalism, Confucianism, and Daoism were challenged as Asian cultures westernize, though strong elements of these ideologies remain. Postcolonial territorial disputes continue in the region based on resources, geography, ethnic, and religious tensions. These regional tensions cause for an evaluation of Nuclear Proliferation and its successes and failures in the region including Pakistan, India, North Korea, and China.
3. During the Cold War the United States and the Soviet Union tried to spread ideological influence to the region. This was done through diplomatic, monetary and physical interventions in the region. Many Proxy Wars were fought here including the Korean and Vietnam Wars.
4. There are many human rights abuses that exist in the region due to historical ideology. These include Child Labor Rights, Labor Rights, Women's Rights, Religious Right, Religious Freedom, Freedom of Expression, and government Censorship.

Essential Questions: Marshall A.c, C.c

1. How did colonization impact the region?
2. What are the different ethnic, religious, and philosophical ideals in the region? How are they divided? What are the results of these tensions? How do they complement each other?
3. How did communism and capitalism impact the region?
4. What rights do people have in these regions? What human rights are being violated?

Assessments: Marshall A.d, D.c

- Common Benchmark as per district schedule
- Formal and informal summative and formative assessments as determined by the teacher

Key Vocabulary

- Imperialism
- Westernization
- Nationalism
- Nuclear Proliferation

- Proxy War
- Outsourcing

Suggested Resources (CCSS Exemplar Texts in Bold)

- Materials: Ellis, Elisabeth G., and Anthony Esler. *World History Connections to Today*. Upper Saddle River: Prentice Hall, 1999. Print. Lexile 1090L. (pages 78 -82 , 90 - 93, 644 – 667, 747 – 759, 874 – 905).,
- Amistad Mandate <http://njamistadcurriculum.org/>
- Holocaust Mandate <http://www.state.nj.us/education/holocaust/>
- www.lexile.com
- Unit 2 Assessment Rubric and Key

DIFFERENTIATION

Special Education	ELL	RtI
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • NJDOE resources • Read 180 • System 44 • Wilson Reading

CROSS CURRICULUR RESOURCES

The Amistad Commission's Literacy components <http://njamistadcurriculum.net/history/commoncore/literature>

Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
<p>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy</p>	<p>Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills</p>
Technology Infusion	
<p>Grades 9-12 Smart Board Applications Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience</p> <p>Grades 9-10 Students Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically 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.</p> <p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	
Evidence of Student Learning	
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics • Self-reflections • Teacher-student conferences • Students' published pieces • Unit tests/Projects • Quizzes 	

Montclair Public Schools
Global Studies Unit: Marshall A.b

Subject	Global Studies	Grade	9	Unit #	Three	Pacing	10 Weeks
Unit	Africa						
Overview							
<ul style="list-style-type: none"> • Grade 9, World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Active Citizenship in the 21st Century, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. • Unit 3: Africa – Colonization, Resistance and Independence, Economic and Government Structures, Cold War, Africa Today: Successes and Failures • Focus Topics: Natural Resource Curse, Impact of colonization, Resistance and Independence, Pan Africanism and Black Consciousness, Apartheid and beyond, Religious and Ethnic tension/Genocide, Human Rights Abuses • Major Activities: Document Analysis, Research Portfolios, IMovie, Movie Premiere Day • Lexile Levels: 1010L through 1260L 							
Standard #	NJCCCS		SLO #	Student Learning Objectives			Depth of Knowledge

6.2.1	The Emergence of the first Global Age: Global Interactions and Colonialism	1	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.	4
6.2.3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact	2	Analyze the motives for and methods by which European nations, expanded their imperialistic practices in Africa during this era, and evaluate the impact of these actions on their relations.	4
		3	Analyze interrelationships among the Industrial Revolution, nationalism, and competition for global markets, imperialism, and natural resources.	4
		4	Assess the impact of imperialism on political and economic development in Africa.	3
		5	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.	4
		6	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.	4
6.2.4	A Half Century of Crisis and Achievement: The Era of the Great Wars	7	Assess government responses to incidents of ethnic cleansing and genocide.	3
		8	Compare/contrast and evaluate the actions of individuals as perpetrators, bystanders, and rescuers during events of persecutions such as apartheid or genocide, and describe the long-term consequences of apartheid or genocide for all involved	3

6.2.5	The 20 th Century Since 1945: Challenges for the Modern World	9	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.	1
		10	Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts.	4
		11	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African in countries to achieve independence.	1
		12	Analyze the causes and consequences of mass killings (e.g., Rwanda, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events	4
		13	Assess the role of boundary disputes and limited natural resources as sources of conflict.	3
		14	Relate the lingering effects of colonialism to the efforts of African nations to build stable economies and national identities.	3
		15	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.	4
6.2.6	Contemporary Issues	16	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.	3
		17	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.	3

6.3	Active Citizenship in the 21 st Century, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	18	Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with the appropriate government officials.	4
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH	English Language Arts Standards: History/Social Studies: Grade 9-10 <i>Key Ideas and Details</i>			
CCSS.ELA-Literacy.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	19	Identify textual evidence from primary and secondary sources that support specific idea. Identification and purpose should be implied with reference to date, point of view, author, and purpose. Parenthetical notation must be used.	1
CCSS.ELA-Literacy.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	20	Formulate and construct evidence from primary and secondary sources that support a position or thesis. Interpret the meaning of primary and secondary sources.	3
CCSS.ELA-Literacy.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	21	Create an essay that uses specified references and details from primary and secondary sources to prove a cause and effect relationship between historical events.	4

<p>CCSS.ELA-Literacy.RH.9-10.7</p>	<p><i>Integration of Knowledge and Ideas</i></p> <p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>22</p>	<p>Apply quantitative or technical analysis as evidence to support ideas in an essay format. Explain how data supports a position Organize data into categories</p>	<p>4 1 2</p>
<p>CCSS.ELA-Literacy.RH.9-10.10</p>	<p><i>Range of Reading and Level of Text Complexity</i></p> <p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>23</p>	<p>Independently apply primary and secondary sources to a well-written essay. Independently integrate information from classroom discussions and readings to essay Independently apply quantitative and technical data in an essay to support a thesis Independently evaluate authors points of view, audience, and purpose</p>	<p>4 4 4 4</p>
<p>CCSS.ELA-Literacy.WH.ST.9-10.2</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>24</p>	<p>Create an informative essay or paragraph that uses specified references and details from primary and secondary sources to prove a cause and effect relationship between historical events.</p>	<p>4</p>
<p>CCSS.ELA-Literacy.WH.ST.9-10.2a</p>	<p>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.</p>	<p>25</p>	<p>Independently create an essay prompt that is either informational or positional and support the thesis or position with evidence from primary sources.</p>	<p>4</p>

CCSS.ELA-Literacy.WH ST.9-10.2b	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.	26	Organize and construct an essay or piece of writing using primary sources, secondary sources, quantitative, and technical data. Independently creates an informational piece of writing based on Unit information or primary/secondary sources.	4 4
CCSS.ELA-Literacy.WH ST.9-10.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	27	Independently organize an essay that establishes flow and repeatedly connects ideas, historical examples, fact, back to the thesis	2
CCSS.ELA-Literacy.WH ST.9-10.2d	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.	28	Integrate quotes, data, or information into written work. Prove thesis with specific Vocabulary from textual readings to be used in written work. Connect Domain specific vocabulary to support ideas in essay. Apply domain specific vocabulary into written work	4
CCSS.ELA-Literacy.WH ST.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	29	Prove thesis with terms, vocabulary, transitional words in written work Support information with adjectives that establish a formal versus informal tone Apply formal tone and style to written work	4 4 4
CCSS.ELA-Literacy.WH ST.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	30	Independently create an appropriate conclusion statement that articulates the information/goals of the writing.	4

CCSS.ELA-Literacy.WH ST9-10.9	<p><i>Research to Build and Present Knowledge</i></p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>	31	<p>Identify and Label textual support when researching and writing using parenthetical notation</p> <p>Apply direct information from textual evidence correlating with summary of information</p> <p>Construct a thesis or position using textual evidence.</p> <p>Connect textual evidence with outside information repeatedly in an essay to support a thesis or position</p>	<p>1</p> <p>4</p> <p>4</p> <p>4</p>
CCSS.ELA-Literacy.WH ST9-10.10	<p><i>Range of Writing</i></p> <p>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.</p>	32	<p>Independently support a position or synthesize a historical thesis, in a timed setting that integrates specific references to primary and secondary sources.</p> <p>Independently apply primary and secondary sources to writing prompts.</p> <p>Independently apply quantitative and technical data in an essay to support a thesis</p>	<p>4</p> <p>4</p> <p>4</p>
Big Ideas: Marshall A.c				
<ol style="list-style-type: none"> 1. Africa is known for its Natural Resource Curse, implying that the natural resources in the region lead to conflict over the ownership and distribution of the natural resources. These natural resources are often the source of competition between governments, militias, and international corporations leading to illicit economic activity and political instability. 2. European colonization of Africa resulted in the political, economic, and cultural disruption of pre-existing societies in the region. Political boundaries were re-established by Europeans without regard to pre-existing societies or conflicts. In addition, Europeans introduced cash crops, withdrew natural resources, and claimed arable lands for themselves. Finally, Europeans introduced Christianity to the region, changed family structure and patterns, and instituted segregated policies, laws, and opportunities in the region. 3. International Organizations such as the United Nations, World Bank, and International Monetary Fund bring benefits and drawbacks to the region. Although loans are given to develop the infrastructure of developing nations in the region, policies are weak, unsupervised, and loans are often defaulted. In some cases Structural Adjustment Policies do not meet the needs of civilians in the long term. In addition, despite UN presence in many nations, political conflict and instability continue. 				
Essential Questions: Marshall A.c, C.c				
<ol style="list-style-type: none"> 1. How does the distribution of Natural Resources in Africa affect wealth in the area and international relationships? 2. What impact did Colonization have on the region? Decolonization? 3. How do international organizations help and hurt the region? 				

Assessments: Marshall A.d, D.c
<ul style="list-style-type: none"> • Formal and informal summative and formative assessments as determined by the teacher • Common Benchmark as per district schedule
Key Vocabulary
<ul style="list-style-type: none"> • Blood Minerals • Pan Africanism • Apartheid • Militias • Genocide
Suggested Resources (CCSS Exemplar Texts in Bold)
<ul style="list-style-type: none"> • Materials: Ellis, Elisabeth G., and Anthony Esler. <i>World History Connections to Today</i>. Upper Saddle River: Prentice Hall, 1999. Print. Lexile 1090L. (pages 632 – 639, 678 – 681, 741 – 744, 922 - 945) • Amistad Mandate http://njamistadcurriculum.org/ • Holocaust Mandate http://www.state.nj.us/education/holocaust/ • www.lexile.com • Unit 3 Assessment Rubric and Key

DIFFERENTIATION

Special Education	ELL	RtI
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • NJDOE resources • Read 180 • System 44 • Wilson Reading

CROSS CURRICULUR RESOURCES

The Amistad Commission's Literacy components <http://namistadcurriculum.net/history/commoncore/literature>

Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
<p>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy</p>	<p>Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills</p>
Technology Infusion	
<p>Grades 9-12 Smart Board Applications Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience</p> <p>Grades 9-10 Students Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically 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.</p> <p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	
Evidence of Student Learning	
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics • Self-reflections • Teacher-student conferences • Students' published pieces • Unit tests/Projects • Quizzes 	

Subject	Global Studies	Grade	9	Unit #	Four	Pacing	Ten Weeks
Unit	Middle East						
Overview							
<ul style="list-style-type: none"> Grade 9, World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Active Citizenship in the 21st Century, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Unit 4: Middle East – WWI/WWII, Independence and Government Structures, Theocratic Revolutions, Impact of the Cold War, Arab Spring, Middle East Today Focus Topics: Ottoman Empire, Great Game, Mandate Systems, Israel and Palestine, Iranian Revolution, Iraqi Wars, Afghanistan, Syria/Egypt, Terrorism, Natural Resource Concerns, Impact of Technology, Tradition versus Change, Women in the Middle East Major Activities: Research Paper, Middle East Portfolio, Middle East Blog Lexile Levels: 1050L through 1260L 							
Standard #	NJCCCS	SLO #	Student Learning Objectives	Depth of Knowledge			
6.2.1	The Emergence of the first Global Age: Global Interactions and Colonialism	1	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.	3			
6.2.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment	2	Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman cultures, laid the foundation for the West.	2			

6.2.4	A Half Century of Crisis and Achievement: The Era of the Great Wars	3	Evaluate how the disintegration of the Ottoman Empire and the mandate system led to the creation of new nations in the Middle East.	4
6.2.5	The 20 th Century Since 1945: Challenges for the Modern World	4	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.	4
		5	Analyze how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.	4
		6	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.	4
		7	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.	1
		8	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.	4
		9	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.	2

6.2.6	Contemporary Issues	10	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.	3
		11	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.	4
		12	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.	4
		13	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.	4
6.3	Active Citizenship in the 21 st Century, all students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	14	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.	4
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of

				Knowledge
CCSS.ELA-Literacy.RH	English Language Arts Standards: History/Social Studies: Grade 9-10			
	<i>Key Ideas and Details</i>			
CCSS.ELA-Literacy.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	15	Apply textual evidence from primary and secondary sources that support specific idea. Identification and purpose should be implied with reference to date, point of view, author, and purpose. Parenthetical notation must be used.	4
CCSS.ELA-Literacy.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	16	Formulate and construct evidence from primary and secondary sources that support a position or thesis. Interpret the meaning of primary and secondary sources.	3 2
CCSS.ELA-Literacy.RH.9-10.3	Analyze in detail a series of events described in text: determine whether earlier events caused later ones or simply preceded them.	17	Apply historical events given in primary or secondary sources to an essay to create a well-organized narrative writing.	4
	<i>Craft and Structure</i>			
CCSS.ELA-Literacy.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	18	Independently evaluate textual evidence from primary and secondary sources that are convincing and complete to create a research paper.	4

<p>CCSS.ELA-Literacy.RH.9-10.6</p>	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p><i>Integration of Knowledge and Ideas</i></p>	<p>19</p>	<p>Interpret and compare the goals of two primary source texts and their authors. Investigate the purpose of the primary source texts by analyzing details of each source.</p>	<p>3 3</p>
<p>CCSS.ELA-Literacy.RH.9-10.7</p>	<p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>20</p>	<p>Apply quantitative or technical analysis as evidence to support ideas in an essay format. Interpret how data supports a position Organize data into categories</p>	<p>4 3 2</p>
<p>CCSS.ELA-Literacy.RH.9-10.8</p>	<p>Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p><i>Range of Reading and Level of Text Complexity</i></p>	<p>21</p>	<p>Construct an argument, thesis or position using direct evidence from the text. Evaluate the legitimacy of an authors claim by discerning fact from opinion</p>	<p>3 4</p>
<p>CCSS.ELA-Literacy.RH.9-10.10</p>	<p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>22</p>	<p>Independently analyze a variety of documents and texts and use them to synthesize a piece of writing. Independently organize information in order to defend a position or thesis. Independently apply quantitative and technical data in an essay to support a thesis</p>	<p>4 4 4</p>

<p>CCSS.ELA-Literacy.WH ST.9-10.1a</p>	<p>Write arguments focused on discipline specific content</p> <p>Introduce precise claims, distinguishing claims, from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence.</p>	<p>23</p>	<p>Create a piece of writing that uses primary and secondary sources to prove a position or theory in regards to historical events.</p>	<p>4</p>
<p>CCSS.ELA-Literacy.WH ST.9-10.1b</p>	<p>Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out strengths and limitations of both claims and counterclaims in a discipline appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p>	<p>24</p>	<p>Organize and construct a piece of writing that consists of two positions. Support positions with historical evidence and information from primary sources, secondary sources, quantitative, and technical data. Create counter arguments Identify strengths and weaknesses in both positions</p>	<p>2 2 4 1</p>
<p>CCSS.ELA-Literacy.WH ST.9-10.2</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>25</p>	<p>Create an informative essay or paragraph that uses specified references and details from primary and secondary sources to prove a cause and effect relationship between historical events.</p>	<p>4</p>
<p>CCSS.ELA-Literacy.WH ST.9-10.2a</p>	<p>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.</p>	<p>26</p>	<p>Independently create an essay prompt that is either informational or positional and support the thesis or position with evidence from primary sources.</p>	<p>4</p>

<p>CCSS.ELA-Literacy.WH ST.9-10.2b</p>	<p>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.</p>	<p>27</p>	<p>Organize and construct an essay or piece of writing using primary sources, secondary sources, quantitative, and technical data. Independently create an informational piece of writing based on Unit information or primary/secondary sources.</p>	<p>4 4</p>
<p>CCSS.ELA-Literacy.WH ST.9-10.2c</p>	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>28</p>	<p>Independently organize an essay that establishes flow and repeatedly connects ideas, historical examples, fact, back to the thesis</p>	<p>2</p>
<p>CCSS.ELA-Literacy.WH ST.9-10.2d</p>	<p>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>	<p>29</p>	<p>Integrate quotes, data, or information into written work Apply domain specific Vocabulary from textual readings to be used in written work Synthesize Domain specific vocabulary based on sentence structure Apply domain specific vocabulary into written work</p>	<p>4 4 4 4</p>
<p>CCSS.ELA-Literacy.WH ST.9-10.2e</p>	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>30</p>	<p>Find informal terms, vocabulary, transitional words in written work Graph adjectives that establish a formal versus informal tone Apply formal tone and style to written work</p>	<p>1 1 4</p>
<p>CCSS.ELA-Literacy.WH ST.9-10.2f</p>	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>31</p>	<p>Independently write an appropriate conclusion statement that articulates the information/goals of the writing.</p>	<p>1</p>

CCSS.ELA-Literacy.WH ST9-10.10	<i>Range of Writing</i> 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.	32	Independently support a position or synthesize a historical thesis, within the construct of a research paper that integrates specific references to primary and secondary sources. Independently create a research paper that is specific in purpose and audience. Independently apply quantitative and technical data in an essay to support a thesis	4 4 4
Big Ideas: Marshall A.c				
<ol style="list-style-type: none"> The Middle East is made up of a variety of ethnic and religious groups. These include but are not limited to Arabs, Persians, Turks, Kurds, Jews, Christians, Muslims, and all their subsets. Geo-political ideologies/competition and nationalism are divisive forces in the region both historically and today. Dependent on the context of the majority minority relationship, minority groups often lack political, economic, or social opportunities. Religious fundamentalism in the region is a response to Western interference in the region starting as early as the Crusades, including colonialism, the Mandate System, the creation of Israel, Cold War influences, support of authoritarian leaders, and competition for natural resources. Some people in the region see fundamentalism as a stand against foreign influence as the region is home to the three monotheistic faiths. There are a variety of government structures in place in the Middle East, which vary from theocracies, autocracies, dictatorships, and democracies. Dependent on the political institution in place, there are a variety of human rights abuses that have taken place in the last century including women's right, freedom of speech, censorship, freedom of movement, and chemical warfare. Natural resources are a source of tension locally as Middle Eastern countries often dispute over arable land and access to fresh water. In addition, oil fields leads to local, international, and corporate tensions as a source for energy. 				
Essential Questions: Marshall A.c, C.c				
<ol style="list-style-type: none"> What are the different ethnic, religious, and minority groups in the region? How are they treated? Who/what divided them? What led to the rise of religious fundamentalism in the region? What types of governments exist in the Middle East? What rights do people have? What human rights are being violated? What role do natural resources play in the region? How do natural resources in the region affect the region's relationship other countries? 				
Assessments: Marshall A.d, D.c				
<ul style="list-style-type: none"> Formal and informal summative and formative assessments as determined by the teacher Common Benchmark as per district schedule 				
Key Vocabulary				
<ul style="list-style-type: none"> Mandates Israeli Palestinian Conflict Iranian Revolution Fundamentalism 				

- War in Iraq

Suggested Resources (CCSS Exemplar Texts in Bold)

- Materials: Ellis, Elisabeth G., and Anthony Esler. *World History Connections to Today*. Upper Saddle River: Prentice Hall, 1999. Print. **Lexile 1090L**. (pages 254 – 279, 640 - 644, 743 - 747, 906 - 922).
- Amistad Mandate <http://njamistadcurriculum.org/>
- Holocaust Mandate <http://www.state.nj.us/education/holocaust/>
- www.lexile.com
- Unit 4 Assessment Rubric and Key

DIFFERENTIATION

Special Education	ELL	RtI
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student’s IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • NJDOE resources • Read 180 • System 44 • Wilson Reading

CROSS CURRICULUR RESOURCES

The Amistad Commission’s Literacy components <http://njamistadcurriculum.net/history/commoncore/literature>

Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
<p>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy</p>	<p>Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills</p>
Technology Infusion	
<p>Grades 9-12 Smart Board Applications Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience</p> <p>Grades 9-10 Students Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically 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.</p> <p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	
Evidence of Student Learning	
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics • Self-reflections • Teacher-student conferences • Students' published pieces • Unit tests/Projects • Quizzes 	