



Global Studies

| Unit | Objectives | Standards | Resources |
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| Benchmark Assessments | | <p>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades</p> <hr/> <p>Career Ready Practices Career Ready Practices</p> <p>CRP11. Use technology to enhance productivity.</p> <p>NJ: Grade 12 9.3 – Career & Technical Education (CTE): Government & Public Administration Career Cluster® Career Cluster® : Government & Public Administration (GV)</p> <p>9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p> | <p>Core: Core: Adler, Philip J. <i>World Civilizations</i>. Wadsworth, 2003.</p> <p>Supplemental: Farah, Mounir, and Andrea Berens. Karls. <i>World History: the Human Experience: the Modern Era</i>. Glencoe/McGraw-Hill, 2001.</p> |
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| | <p>the growth and development of American society in global context.</p> | <p>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.</p> <p>The Emergence of the First Global Age (1350-1770)</p> <p>6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>6.2.12.D.1.d Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p> <p>The 20th Century Since 1945 (1945-Today)</p> <p>6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p> | <p>Videos</p> <p>Edpuzzles</p> <p>Worksheets from the Center for learning</p> <p>Venn Diagrams</p> <p>Posters</p> <p>Maps</p> <p>Atlas Pages</p> <p>www.njamistadcurriculum.net</p> <p>www.state.nj.us/education/amistad/about.htm</p> <p>www.njamistadcurriculum.net/history/units</p> |
| <p>Holocaust and Genocide</p> | <ol style="list-style-type: none"> 1. Students will discuss general theories of human nature and relate these to personal experiences. 2. Students will analyze the concepts of responsibility, values and morality. 3. Students will discuss individual and collective responsibility for the Holocaust. | <p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights The Great Depression and World War II (1929-1945)</p> <p>6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>D. History, Culture, and Perspectives</p> | <p>Core: Core: Adler, Philip J. <i>World Civilizations</i>. Wadsworth, 2003.</p> <p>Supplemental: Farah, Mounir, and Andrea Berens. Karls. <i>World History: The Human Experience: the Modern Era</i>. Glencoe/McGraw-Hill, 2001.</p> |

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| | <p>4. Students will examine aggression and cruelty as parts of human nature.</p> <p>5. Students will recognize the positive behavior associated with acts of courage, integrity and empathy.</p> <p>6. Students will compare and contrast the behavior of the perpetrator, victim, collaborator, bystander, resister and rescuer.</p> <p>7. Students will develop generalizations that reflect their individual views of human nature</p> <p>8. Students will define and explain the nature of prejudice as a universal human phenomenon.</p> <p>9. Students will define and examine contemporary examples of prejudice, scapegoating, bigotry, discrimination and genocide.</p> <p>10. Students will develop and articulate a definition of genocide.</p> <p>12. Students will demonstrate a sense of empathy with those who have suffered violations of their human rights, such as victims and survivors of the Holocaust and other historic and contemporary genocides.</p> <p>13. Students will reassess their previous generalizations about human nature in light of the events of the Holocaust.</p> | <p>The Great Depression and World War II (1929-1945)</p> <p>6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p> | <p>https://www.nj.gov/education/holocaust/curriculum/materials/docs/holocaust_and_genocide_file1.pdf</p> |
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| | <p>14. Students will be able to articulate the personal and universal consequences of indifference to the preservation of human rights.</p> <p>15. Students will demonstrate behaviors that are respectful of individuals regardless of differences based upon factors related to race, ethnicity, religious affiliation, gender, disability, economic status, or sexual orientation.</p> | | |
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| <p>Intro to History, Geography, Social Sciences</p> | <p>1.1. Students will be able to interact well with people, appreciate cultural diversity, and work cooperatively.</p> <p>1.2. Students will be able to understand their own values and recognize the value systems of others.</p> <p>1.3. Students will be able to understand the forces at work in the global community.</p> <p>1.4. Students will analyze how historical events shape the modern world.</p> | <p>NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12 NJ: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies Key Ideas and Details NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>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.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between</p> | <p>Core: Core: Adler, Philip J. <i>World Civilizations</i>. Wadsworth, 2003.</p> <p>Supplemental: Farah, Mounir, and Andrea Berens. Karls. <i>World History: The Human Experience: the Modern Era</i>. Glencoe/McGraw-Hill, 2001.</p> <p><i>Other resources will be used during this course when and where deemed appropriate.</i></p> |

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| | <p>1.5. Student will be able to apply historical understanding to their planning for the future.</p> <p>1.6. Students will be able to understand and interact with the forces of change.</p> <p>1.7. Students will understand the relationship between the individual and society.</p> <p>1.8. Students will demonstrate knowledge of the world through the study of interdependent systems relating to ecology, culture, society, economics, and politics.</p> <p>1.9. Students will understand physical and cultural characteristics of world regions with specific emphasis upon continents, climate, landforms, political boundaries, culture, and peoples of each region.</p> <p>1.10. Students will recognize the important role of the arts (Music, Art, Poetry, Drama, etc.) as a vehicle of</p> | <p>the events, to determine whether earlier events caused later ones or simply preceded them.</p> <p>Craft and Structure NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>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.</p> <p>Range of Reading and Level of Text Complexity NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>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.</p> <p>Writing NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>WHST.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.</p> <p>NJ: 2016 SLS: Mathematics NJ: HS: Algebra</p> <hr/> <p>Mathematical Practice</p> | |
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human expression, communication, and cultural diversity.

1.11. Student will analyze the causes and consequences of discrimination, including prejudice, segregation, expulsion, and genocide and the effects on the historical and ongoing struggle for human rights.

1.12. Student will Evaluate current issues, events, or themes and trace their evolution through historical periods.

1.13. Students will participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports).

1.14. Students will connect the concept of universal human rights to world events and issues.

1.15. Student will participate in events to acquire understanding of complex global problems and propose solutions to those issues (e.g., Model

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

MP.4. Model with mathematics.

NJ: 2014 SLS: Social Studies

NJ: Grades 9-12

**B. Geography, People, and the Environment
Contemporary Issues**

6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

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[Interdisciplinary Standards Introduction to History, Geography, and Social Sciences.pdf](#)

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| | <p>United Nations, international simulations, field trips to government sites).</p> | | |
| | <p>1.4 Students will compare and contrast common social and behavioral practices in various cultures (e.g., birth,</p> | <hr/> <hr/> <p>NJ: 2014 SLS: Social Studies NJ: Grades 5-8 <hr/> B. Geography, People, and the Environment</p> | <p>Videos including "Mankind the Story of All of US" and various youtube clips</p> <p>Edpuzzles</p> |

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| | <p>marriage, death, gender issues, family structure, health issues).</p> <p>1.5 Students will be able to compare and contrast human development before and after the Neolithic revolution, with an emphasis on forming sedentary populations (i.e. urban centers).</p> <p>1.6 Students will analyze the impact of human migration on physical (ecological) and human systems (political institutions, economics, social behavior, etc.).</p> <p>1.7 Students will be able to identify the basic religious structures in early human development.</p> <p>1.8 Students will be able to contrast methods of understanding history and prehistory.</p> <p>1.9 Students will be able to identify the origins of the four major Eurasian centers of civilization.</p> | <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>The Beginnings of Human Society</p> <p>6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)</p> <p>6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</p> <p>6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)</p> | <p>Worksheets from the Center for learning</p> <p>Venn Diagrams</p> <p>Posters</p> <p>Maps</p> <p>Atlas Pages</p> |
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| <p>The Emergence of the First Global Age (1350-1770)</p> | <p>Students will be able to understand the causes and consequences of the development of European civilization during the Middle Ages.</p> <p>2.5 Students will be able to identify the implications of the concept of Christendom.</p> <p>2.6 Students will be able to describe feudalism in its three basic features: political, social, and economic.</p> | <p>NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12 NJ: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>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.</p> <p>NJ: 2016 SLS: Mathematics NJ: HS: Geometry</p> <hr/> <p>Mathematical Practice</p> | <p>Core: Adler, Philip J. <i>World Civilizations</i>. Wadsworth, 2003.</p> <p>Supplemental: Farah, Mounir, and Andrea Berens. Karls. <i>World History: The Human Experience: The Modern Era</i>. Glencoe/McGraw-Hill, 2001.</p> <p>Videos including "Mankind the Story of All of US" and "America Before Columbus" and various youtube video clips</p> |

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| | <p>2.7 Students will be able to describe the legacy of the Carolingian Empire on state formation in western Europe.</p> <p>2.8 Students will be able to identify the causes and the effects of the Crusades.</p> <p>2.9 Students will be able to understand the shift from Muslim to European dominance in Mediterranean trade after the Crusades.</p> <p>2.10 Students will be able to understand the causes and consequences of the Black Death in Eurasia.</p> <p>2.11 Students will be able to explain the revival of trade in Europe and the Mediterranean world.</p> <p>2.12 Students will be able to identify major patterns of interaction throughout Eurasia as a result of the Mongol conquests.</p> | <p>MP. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.</p> <p>MP.4. Model with mathematics.</p> <p>NJ: 2014 SLS: Social Studies NJ: Grades 5-8</p> <hr/> <p>D. History, Culture, and Perspectives The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)</p> <p>6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p> <p>Expanding Exchanges and Encounters (500 CE-1450 CE)</p> <p>6.2.8.D.4.g Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p> <p>NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights 6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically</p> | <p>Edpuzzles</p> <p>Worksheets from the Center for learning</p> <p>Venn Diagrams</p> <p>Posters</p> <p>Maps</p> <p>Atlas Pages</p> |
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responsible world citizens in the 21st century.

The Emergence of the First Global Age (1350-1770)

6.2.12.A.1.a 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.

B. Geography, People, and the Environment

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Colonization and Settlement (1585-1763)

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

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

**The Emergence of the First Global Age
(1350-1770)**

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

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

C. Economics, Innovation, and Technology

6.2 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.

**The Emergence of the First Global Age
(1350-1770)**

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

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

6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and

silver from the New World on inflation in Europe, Southwest Asia, and Africa.

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

D. History, Culture, and Perspectives

6.2 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.

The Emergence of the First Global Age (1350-1770)

6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.

6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.D.1.d Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans,

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| | | <p>and Europeans in Spanish colonies laid the foundation for conflict.</p> <p>6.2.12.D.1.e Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> <p>6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.</p> <p>NJ: 2014 SLS: Technology NJ: Grades 9-12</p> <hr/> <p>8.1 Educational Technology B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Standards The Emergence of the First Global Age .pdf</p> | |
| Renaissance and Reformation | 3.10 Students will be able to identify the causes and consequences of the | <p>NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12 NJ: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> | Core: Core: Adler, Philip J. <i>World Civilizations</i> . Wadsworth, 2003. |

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| | <p>Europe.</p> <p>3.11 Students will examine those elements of Islamic and Eastern civilization that led to the European Renaissance.</p> <p>3.12 Students will be able to identify the major changes in European politics and government in the wake of the plague.</p> <p>3.13 Students will examine the economic conditions that led to the dominance of the Italian City-states and Hanseatic League in 14th and 15th century European trade.</p> <p>3.10 Students will be able to identify the causes and consequences of the European Reformations.</p> <p>3.11 Students will be able to explain the effect of the Reformations on the breakdown of Christendom.</p> | <p>purpose shapes the content and style of a text.</p> <p>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.</p> <p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>B. Geography, People, and the Environment Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>6.2.12.B.2.a Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</p> <p>D. History, Culture, and Perspectives Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.</p> | <p>Supplemental: Farah, Mounir, and Andrea Berens. Karls. <i>World History: the Human Experience: the Modern Era</i>. Glencoe/McGraw-Hill, 2001.</p> <p>Videos including "Martin Luther: Driven to Defiance" and various youtube video clips</p> <p>Edpuzzles</p> <p>Worksheets from the Center for learning</p> <p>Venn Diagrams</p> <p>Posters</p> <p>Maps</p> <p>Atlas Pages</p> |
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| | <p>3.11 Students will be able to understand European systems of government before and after the French Revolution.</p> <p>3.12 Students will be able to analyze the causes and impacts of the English Civil War and Glorious Revolution.</p> <p>3.13 Students will be able to trace the development of constitutional and democratic institutions in the English-speaking world.</p> <p>3.14 Students will be able to compare and contrast the major works and concepts of John Locke, Thomas Hobbes, Montesquieu, Voltaire, Rousseau, and Kant.</p> <p>3.15 Students will examine the forces of secularism and toleration in Enlightenment thought.</p> <p>3.16 Students will be able to identify the causes and consequences of the advancements in science and enlightened thought in the early</p> | <p>Newton's second law accurately predicts changes in the motion of macroscopic objects. (HS-PS2-1)</p> <p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>6.2.12.A.2.a Compare the principal ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa</p> <p>6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>C. Economics, Innovation, and Technology Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>D. History, Culture, and Perspectives Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> | <p>Supplemental: Farah, Mounir, and Andrea Berens. Karls. <i>World History: the Human Experience: the Modern Era</i>. Glencoe/McGraw-Hill, 2001.</p> <p>Videos including "Isaac Newton" and various youtube video clips</p> <p>Edpuzzles</p> <p>Worksheets from the Center for learning</p> <p>Venn Diagrams</p> <p>Posters</p> <p>Maps</p> <p>Atlas Pages</p> |
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| | <p>modern era and its impact on political, social, and religious institutions.</p> <p>3.17 Students will assess the impact of Enlightenment ideas on women and the treatment of non-Europeans.</p> | <p>6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>NJ: 2014 SLS: Technology NJ: Grades 9-12</p> <hr/> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.</p> <p>8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.</p> <p>© Copyright 2013 Achieve, Inc. All rights reserved. Access the interactive version of the NGSS here Interdisciplinary Standards for Scientific Revolution and the Enlightenment.pdf</p> | |
| <p>Age of Revolutions 1750-1914</p> | <p>3.18 Students will be able to identify the major causes of the French Revolution. (6.3.12.E.1)</p> <p>3.19 Students will be able to identify the emergence of political activity in French society. (6.3.12.E.1)</p> <p>3.20 Students will be able to discuss the impact of Napoleon’s conquests on European politics and sense of nationalism. (6.3.12.E.1)</p> | <p>NJ: 2016 SLS: English Language Arts NJ: Grades 9-10</p> <hr/> <p>Reading: Literature NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12 NJ: Grades 9-10</p> <hr/> <p>Writing</p> | <p>Core: Core: Adler, Philip J. <i>World Civilizations</i>. Wadsworth, 2003.</p> <p>Supplemental: Farah, Mounir, and Andrea Berens. Karls. <i>World History: The Human Experience: The Modern Era</i>. Glencoe/McGraw-Hill, 2001.</p> <p>Videos including "The French Revolution" and various youtube video clips</p> <p>Edpuzzles</p> |

this era, and evaluate the impact of these actions on their relations.

**B. Geography, People, and the Environment
Age of Revolutions (1750-1914)**

6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

6.2.12.B.3.b Relate the role of geography to the spread of independence movements in Latin America.

**C. Economics, Innovation, and Technology
Age of Revolutions (1750-1914)**

6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

**D. History, Culture, and Perspectives
Age of Revolutions (1750-1914)**

6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of

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| | | <p>imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.</p> <p>NJ: 2014 SLS: Technology NJ: Grades 9-12</p> <hr/> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking C. Design: The design process is a systematic approach to solving problems.</p> <p>8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Standards for the Age of Revolutions.pdf</p> | |
| <p>A Half-Century of Crisis and Achievement 1900-45</p> | <p>4.3 Students will be able to compare and contrast the “Old” and “New” Imperialism. (6.3.12.E.1, 6.3.12.E.6)</p> <p>4.4 Students will be able to analyze the effects of European imperialism in Africa and South/East Asia (6.3.12.E.3, 6.3.12.F.1)</p> | <p>NJ: 2016 SLS: Literacy in History, Social Studies, Science, & Technical Subjects 6-12 NJ: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies Integration of Knowledge and Ideas NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>NJ: 2016 SLS: Mathematics NJ: HS: Algebra</p> <hr/> <p>Mathematical Practice</p> | <p>Core: Core: Adler, Philip J. <i>World Civilizations</i>. Wadsworth, 2003.</p> <p>Supplemental: Farah, Mounir, and Andrea Berens. Karls. <i>World History: The Human Experience: The Modern Era</i>. Glencoe/McGraw-Hill, 2001.</p> <p>Videos including "The Century" and various youtube video clips</p> <p>Edpuzzles</p> |

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| | <p>4.5 Students will analyze the reform movements in late 19th and early 20th century Russia. (6.3.12.E.7)</p> <p>4.6 Student will analyze the cultural and philosophical changes that take place in 19th- century Europe with specific attention to the emergence of these ideas as they relate to industrial society. (6.3.12.E.2)</p> <p>5.1 Students will examine the causes and effects of World War I. (6.3.12.F.1)</p> <p>5.2 Students will trace the development of new technologies in warfare. (6.3.12.F.1)</p> <p>5.3 Students will be able to examine the causes and effects of the 1917 Revolution on Russian society. (6.3.12.F.1)</p> <p>5.4 Students will be able to compare and contrast the dynamics at work in the Armenian Genocide and the Holocaust of European Jewry. (6.3.12.F.2)</p> | <p>MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.</p> <p>MP.4. Model with mathematics.</p> <p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights The Great Depression and World War II (1929-1945)</p> <p>6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>A Half-Century of Crisis and Achievement (1900-1945)</p> <p>6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.</p> <p>6.2.12.A.4.b Compare the rise of nationalism in China, Turkey, and India.</p> <p>6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.</p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>B. Geography, People, and the Environment A Half-Century of Crisis and Achievement (1900-1945)</p> | <p>Worksheets from the Center for learning</p> <p>Venn Diagrams</p> <p>Posters</p> <p>Maps</p> <p>Atlas Pages</p> |
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| | <p>5.5 Students will be able examine the consequences of World War I and World War II on European Empires. (6.3.12.F.2)</p> <p>5.1 Students will examine the causes and effects of World War I.</p> <p>5.2 Students will examine the meaning of 'national self-determination' and the degree to which national groups achieved this over the course of the 20th century.</p> <p>5.3 Students will trace the development and use of new technologies in communication, political action, and warfare.</p> <p>5.4 Students will compare and contrast the League of Nations and the United Nations, assessing the strengths and weaknesses of each.</p> <p>5.5 Students will be able to examine the causes and effects of the 1917 Revolution on Russian society and compare this to the Chinese and</p> | <p>6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.</p> <p>6.2.12.B.4.b Determine how geography impacted military strategies and major turning points during World War II.</p> <p>6.2.12.B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.</p> <p>6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.</p> <p>C. Economics, Innovation, and Technology A Half-Century of Crisis and Achievement (1900-1945)</p> <p>6.2.12.C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.</p> <p>6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p> <p>6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between</p> | |
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| | <p>Cuban revolutions of the later 20th century.</p> <p>5.6 Students will examine the causes of the Great Depression, and the corresponding governmental responses (democratic and authoritarian).</p> <p>5.7 Students will be able to compare and contrast the dynamics at work in the Armenian Genocide and the Holocaust of European Jewry.</p> <p>5.8 Students will examine the role of the individual and society as it relates to popular movements, governmental actions, warfare, and genocide.</p> <p>5.9 Students will be able examine the consequences of World War I and World War II on European Empires.</p> <p>5.10 Students will be able to compare and contrast the rise of totalitarian dictatorships in Europe and Asia from 1920-1950.</p> | <p>governments and their citizens and bolstered the power of new authoritarian regimes during this period.</p> <p>D. History, Culture, and Perspectives The Great Depression and World War II (1929-1945)</p> <p>6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>Age of Revolutions (1750-1914)</p> <p>6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>6.2.12.D.3.c Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.</p> <p>6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.</p> <p>NJ: 2014 SLS: Technology NJ: Grades 9-12</p> <hr/> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking</p> | |
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| | <p>5.11 Students will be able to discuss the causes and effects of World War II.</p> <p>5.12 Students will examine the cultural impact of the period 1914-1945.</p> <p>5.13 Students will examine the causes and effects of economic recovery following World War II in the United States, Europe, and Japan.</p> | <p>C. Design: The design process is a systematic approach to solving problems.</p> <p>8.2.12.C.3 Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).</p> <p>Copyright © State of New Jersey, 1996 - 2016. Interdisciplinary Standards for A Half-Century of Crisis and Achievement 1900-45.pdf</p> | |
| <p>The 20th Century Since 1945</p> | <p>6.1 Students will compare and contrast the policies of Free-market capitalism, democratic socialism and Communism in the following countries: Soviet Union, China, United States, Germany, Great Britain</p> <p>6.2 Student will compare and contrast the alliance systems of the Cold War including NATO, the Warsaw Pact, and the United Nations.</p> <p>6.3 Students will be able to trace the rise of the nuclear arms race and its impact on the Cold War.</p> | <p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Informational Text Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights The Great Depression and World War II (1929-1945)</p> <p>6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> | <p>Core: Core: Adler, Philip J. <i>World Civilizations</i>. Wadsworth, 2003</p> <p>Supplemental: Farah, Mounir, and Andrea Berens. Karls. <i>World History: the Human Experience: the Modern Era</i>. Glencoe/McGraw-Hill, 2001.</p> <p>Videos "The Century" and various youtube video clips</p> <p>Edpuzzles</p> <p>Worksheets from the Center for learning</p> <p>Venn Diagrams</p> <p>Posters</p> |



Atlas

Atlas Version 9.6.1

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