

Shepard Preparatory High School

Curriculum Overview

World History CP



Shepard Preparatory High School

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Shepard Preparatory Mission Statement:

The Shepard Prep High School mission is the enhancement of educational and social functioning of each student with an eye toward the successful reintegration into public school. This is achieved through a persistent system of positive reinforcement, feedback, counseling intervention and individualized academic instruction. Consequently, communication among students, staff, parents and the sending districts is an integral part of achieving our mission. Shepard Prep High School strives to provide the best quality education to students by stimulating the growth and development of their moral, creative, intellectual and athletic skills. Our goal is improved academic performance and behavioral changes that will allow students to return to public school setting and/or achieve success in their post-secondary placements. We believe any child, despite their presenting behavior and social background, wants acceptance, achievement, knowledge and the ability to interact with others. We strive to find the key that unlocks the individual potential of each student by providing a warm, nurturing environment so that each student's self-esteem and potential may flourish.

Course Description:

The major focus of this course is to expand awareness and critical thinking while increasing knowledge about the modern world . The class scope will encompass world activities from the Renaissance epoch to the late 20th century. The course will promote world citizenship with a study of historical, geographical, political, social, and economic aspects of life around the world. By reading about world histories and cultures , students will learn to recognize and analyze patterns of continuity and change. This course places an emphasis upon challenging activities and questions that promote critical thinking.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration x D. Digital Citizenship E. Research and Information Fluency x F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is infusion and integration throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Readiness, Life Literacies, and Key Skills Practices: <i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	X CLKS6 Model integrity, ethical leadership, and effective management. CLKS7 Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CLKS2 Attend to financial well-being. CLKS4 Demonstrate creativity and innovation. X CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. X CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CLKS1 Act as a responsible and contributing community member and employee. X CLKS6 Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CLKS6 Model integrity, ethical leadership, and effective management. X CLKS9 Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	X CLKS3 Consider the environmental, social, and economic impact of decisions. X CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. X CLKS6 Model integrity, ethical leadership, and effective management.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
World History AGS Pearson World History Glencoe McGraw Hill	<ol style="list-style-type: none"> 1. Holt McDougal Modern World History Patterns of Interaction Textbook 2. <i>Global History and Geography: Readings and Documents</i>, Norman Lunger, 2003 3. <i>Documents in World History: The Modern Centuries From 1500 to the Present</i>, 2006 4. The DBQ Project Renaissance Mini-Q – “How Did the Renaissance Change Man’s View of Man?” 5. Excerpts from <i>The Prince</i>, Niccolo Machiavelli 6. Excerpts from <i>Utopia</i> Sir Thomas More 7. Excerpts from <i>The Italian Renaissance</i>, J.H. Plumb 8. Reading Like a Historian activity – Why did Luther Challenge the Catholic Church? 9. Luther’s letter to the Archbishop of Mainz, 1517 10. Luther’s Table Talk, 1535 11. Luther’s 95 Theses 12. The DBQ Project – Exploration or Reformation: Which was the More Important Consequence of the Printing Press? 13. Calls for Reform – comparing the teachings of Luther and Calvin 14. <i>Report on the English Reformation</i>, Thomas Cromwell 15. DBQ – Was the Catholic Reformation a success or failure? 16. Excerpt <i>Memoirs</i>, Louis de Rouvroy, Duke of Saint-Simon 17. Selection from <i>The Cat and the King</i>, Louis Auchincloss 18. Excerpt from <i>Imperial Russia: A Sourcebook on Peter the Great’s reforms</i> 19. English Bill of Rights 20. “The Glorious Revolution and the English Bill of Rights” 21. “Letter to the Grand Duchess Christina of Tuscany,” Galileo Galilei, 1615 22. “Letter on Galileo’s Theories,” Cardinal Robert Bellarmine, 1615 23. “The Crime of Galileo: Indictment and Abjuration of 1633” 24. “Vatican Science Panel Told By Pope: Galileo Was Right,” New York Times, Nov 1992

25. Social Contract Theory – PBS” Liberty Series
26. Excerpt from *Two Treatises of Government*, John Locke
27. Excerpt from *Leviathan*, Thomas Hobbes
28. Excerpt from *The Social Contract*, Jean Jacques Rousseau
29. Excerpt from *The Spirit of Laws*, Baron de Montesquieu
30. DBQ – Causes of the French Revolution
31. French Revolution Under Siege document and map analysis
32. Declaration of the Rights of Man
33. Preamble of the Declaration of Independence and Bill of Rights
34. Excerpts from the Universal Declaration of Human Rights
35. Excerpt from *A Tale of Two Cities*, Charles Dickens
36. Excerpt from *Decree Against Profiteers*, July 1793
37. Excerpt from *Law of Suspects*, September 1793
38. *The Execution of Louis XVI*, Henry Essex Edgeworth de Firmont, 1793
39. DBQ – Impact of the French Revolution and Reign of Napoleon
40. “Before the Industrial Revolution”
41. “Great Britain: First to Industrialize”
42. “The Textile Industry”
43. DBQ – Why did the Industrial Revolution Begin in England?
44. House of Lords Committee Interview with Michael, W., 1819
45. House of Lords Committee Interview with Holmes, E. (1818)
46. Excerpt from *The Life of John Birley*, The Ashton Chronicle, May 1849
47. Excerpts from *History of the Cotton Manufacture in Great Britain*, 1835
48. Excerpt from *Signs of the Times: The “Mechanical Age*, Thomas Carlyle, 1829
49. Excerpt from *The Philosophy of Manufactures*, Andrew Ure, 1835
50. Excerpt from “The Opening of the Liverpool to Manchester Railway”, Frances Ann Kemble, 1830
51. DBQ – Evaluate the positive and negative effects of the Industrial Revolution
52. Excerpt from *Report of Parliamentary Committee on the Bill to Regulate the Labour of Children in Mills and Factories*, Elizabeth Bentley, 1832
53. Excerpt from *The Wealth of Nations*, Adam Smith
54. Excerpt from *The Communist Manifesto*, Karl Marx
55. Excerpt from *Principles of Communism*, Friedrich Engels
56. “Letter from China: The Great Leap” Scenes from China’s Industrial Revolution”, Bill McKibben, *Harper’s Magazine*, December 2005
57. Excerpt *Does Germany Need Colonies*, Frederich Fabri, 1879
58. Excerpt “The Predominance of the Anglo-Saxon Race” Josiah Strong, 1891
59. Choices Curriculum – Colonization and Independence in Africa
60. “Imperialism and Colonialism in Africa, 1880-1914”
61. “Imperialism and Colonialism in Africa, 1914-1945”
62. DBQ – Evaluate the positive and negative effects of imperialism
63. “Letter Opposing The English,” Moulavy Syad Kutb Shah Sahib, 1870
64. “Ghandi Introduces Civil Disobedience to India”
65. “The Geography of the Middle East,” PBS

66. Media Construction of the Middle East, Project Look Sharp
67. "Explaining Islam" The Center for Learning
68. "Muslim women uncover myths about the hijab," John Blake, CNN, August 12, 2009
69. "The Age-Old Modesty of the Veil: Banning the Veil in Iran," Sattareh Farman Farmaian, 1993
70. "My Body is My Own Business," Naheed Mustafa, 1992
71. Article 22 of the Covenant of the League of Nations, June 28, 1919
72. Choices Curriculum – The Middle East in Transition: Questions for U.S. Policy
73. "Revolution in the Middle East," *Global Political Survey*
74. Hussein-McMahon Letters 1915-1916
75. The Balfour Declaration, 1917
76. The Sykes-Picot Agreement, 1916
77. President Wilson's 14 Points, 1918
78. Excerpts from The General Syrian Congress, 1919
79. DBQ – To what extent do you agree that land was and is the main argument in the Palestinian-Israeli Conflict?
80. DBQ – Explain the cause of WWI
81. Letter from German Government to Belgian Government, August 1914
82. Battle of the Somme Article, Phillips, P. *The Daily Express*, July 3, 1916
83. Excerpt from *With a Machine Gun to Cambrai*, George Coppard, 1916
84. Memoir excerpt. Lais, U.O. (date unknown). In Sheldon, J. (2007). *The German Army on the Somme: 1914-1916*.
85. Germany Justifies the Sinking, 1915
86. The Zimmerman Note, 1917
87. The Treaty of Versailles, 1919
88. Excerpt from reactions to the Treaty of Versailles, 1919
89. Choices Curriculum – Weimar Germany and the Rise of Hitler
90. Weimar Stations Exploration – Facing History and Ourselves
91. "Germany Emerges from World War I"
92. The Weimar Constitution, 1919
93. Weimar Republic biographies
94. "Fascism," International Encyclopedia of the Social Sciences
95. Nazi Party Platform, 1920
96. Excerpt from *Mein Kampf*, 1925
97. Nazi election posters, 1932
98. Selection of speeches by Joseph Goebbels
99. Neville Chamberlain speech to the House of Commons, October 5, 1938
100. Winston Churchill speech to the House of Commons, October 5, 1938
101. Excerpt from *And Now, Tomorrow*, Vernon Bartlett , 1960
102. Excerpt from Henry Channon diary entry, March 15, 1939
103. Excerpt from *Fulness of Days*, The Earl of Halifax, 1957
104. Excerpt from *The Berlin Diary*, William L. Shirer, 1939
105. Excerpt from Hitler speech, April 9, 1938
106. The Triumph of the Will

107. "The Stakes of D-Day" The Center for Learning
108. "Yalta: Bargain or Sellout? The Center for Learning
109. History in Dispute: Was the Yalta Agreement the best the West could have negotiated?
110. "A Long Way from Home" – The National WWII Museum
111. "Monuments Men and Nazi Treasures" *Smithsonian Magazine*
112. Eisenhower's Monument's Order, 1943
113. Hitler's ERR Decree, 1942
114. "A Nation at War: The Looting; Experts' Pleas to Pentagon Didn't Save Museum," NYT April 2003, Douglas Jehl
115. "National Museum, Baghdad: 10 Years Later," *Archaeology Magazine*, Andrew Lawler, 2013
116. Excerpt from *Thirty Seconds Over Tokyo*, Ted Lawson, 1943
117. "My dear little boys" – Letter home from Lt. Leonard Smith Isacks, Jr, 1944
118. "Hello Tiny" from somewhere in Belgium, Feb 17, 1945
119. "Dear John" from the Philippines, July 23
120. Letter from Albert Einstein to FDR, August 2, 1939
121. DBQ – Was dropping the atomic bomb a military necessity, a scientific experiment, or a diplomatic blunder?
122. "Why We Did It" Evan Thomas, *Newsweek*, July 24, 1995
123. DBQ- Why was the world plunged into war in 1939? What is the most effective response to aggression – appeasement or collective security?
124. Excerpts from *Salvaged Pages*

Unit Title / Topic: Renaissance and Reformation

Unit Duration: 3 Weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

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

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

6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

6.2.12.B.2.a Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

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

6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics

6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds

6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas

Interdisciplinary Companion Standards (NJSLs):

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.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

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.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

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.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Technology Integration (NJSLs 8):

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 . Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7. Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

Evaluate the impact of cultural interactions, cultural diffusion and globalization on cultures, institutions and societies. 

Meaning

<p>Students will understand that: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Culture is a set of beliefs, traditions, institutions of a group of people ● Cultural diffusion is the process by which a cultural trait, material object, idea, or behavior pattern is spread from one society to another. ● The interpretation of humanity varies based on cultural and time periods. ● Major social, political, and economic changes occur as a result of a perceived hardship by individuals, groups, or governments. ● Religion serves as a moral and legal guide, and thus is a tool of social control. People guide the teachings and policies of the Church. ● Leaders must balance their authority with service to the needs of people and groups. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● To what extent does the acceptance or rejection of new ideas affect communities? ● Are the outcomes of cultural diffusion more beneficial or detrimental? ● What causes major social, political, and economic change? ● How does religion impact individuals and society (and vice-versa)? ● How do the arts impact the times (and vice-versa)? ● Why do people seek power? ● What must the government do in order to maintain support of the people?
<p>Acquisition of Knowledge & Skills</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The means through which culture is diffused ● Cultural diffusion had both positive and negative effects on societies ● The impact classical ideas had on humanist theories ● The main ideals emphasized by Humanists ● The main theories and works put forth by the noted scholars/writers of the Renaissance ● The characteristics that made the Renaissance different than the Middle Ages ● Key elements of Renaissance art ● Key differences between the Italian Renaissance and the Northern Renaissance ● The problems within the Catholic Church leading into the 1500s ● The key ideas contained within the 95 Theses ● The differences the Reformation took in each country ● The impact that Henry VIII and his children had on the English Reformation ● The different changes the Catholic Church put in place as part of the Catholic Reformation ● The long term effects of the Renaissance and Reformation 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Define culture ● Identify different methods of cultural diffusion ● Investigate specific examples of positive and negative effects of cultural diffusion ● Explain why the Renaissance began in Italy and not elsewhere in Europe ● Explain the role that the city state system played in the Renaissance and the patronage system ● Analyze how secularism changed the attitudes and lifestyles of those in Europe ● Analyze how humanism changed the role of man in society ● Evaluate whether More's concept of a Utopia is feasible ● Analyze today's leaders within the framework of Machiavelli's The Prince ● Identify the differences between Medieval and Renaissance art ● Identify new Renaissance techniques in examples of Renaissance art ● Analyze how patronage could be used as a political strategy ● Analyze why there were significant differences between the Italian Renaissance and the Northern Renaissance ● Evaluate the problems within the Church the 95 Theses attacked and what solutions Luther proposed ● Analyze why different countries had different religious reforms and how they compared to each other ● Evaluate how the English Reformation was significantly different from the other religious reformations ● Evaluate the effectiveness of the Catholic Reformation

Stage 2: Acceptable Evidence

Transfer Task

Students will create a gallery walk poster presentation with a partner that describes and evaluates the impact of a particular Renaissance or Reformation thinker on the world today providing numerous specific examples. Students will use this information to write an essay evaluating the impact of historical events on modern culture.

Stage 3: Activities

1. Unit PowerPoints
2. Textbook chapter readings
3. Renaissance Italy map activity
4. Dawn of a New Age guided reading
5. Geography of the Renaissance guided reading
6. City States in Italy guided reading
7. Venice, Queen of the Adriatic guided reading
8. Dawn of the Renaissance chapter reading and analysis questions
9. Humanism guided reading #1
10. Humanism guided reading #2
11. DBQ – How Did the Renaissance Change Man’s View of Man
12. DBQ – Middle Ages or Early Renaissance? Differing Interpretations
13. The Prince excerpt and questions
14. Renaissance Writers and Literature Document Analysis
15. Utopia excerpt and questions
16. Renaissance Art guided reading
17. Medieval v Renaissance Art comparison activity
18. Renaissance acrostic poem
19. PBS Medici series and guided questions
20. Trade in Renaissance Europe map activity
21. Similar but Different comparison activity
22. The Spread of the Renaissance book chapter and analysis questions
23. Renaissance Artist portfolio
24. Selling indulgences guided reading
25. What if Martin Luther had Twitter
26. Reading Like a Historian - Why Did Luther Challenge the Catholic Church?
27. DVD – Luther with guiding questions
28. Martin Luther guided reading
29. The Reformation in Europe picture analysis
30. Luther’s 95 Theses with guiding questions

31. Johannes Gutenberg guided reading
32. Printing Press and Cultural Diffusion skill builder
33. DBQ – Exploration or Reformation: Which was the more important consequence of the printing press?
34. Lutheranism and Calvinism map analysis
35. Call for Reform
36. The Reformation Spreads Throughout Europe
37. I, Elizabeth reading with guided questions
38. DVD – Elizabeth (brief clips)
39. The Reformation document packet
40. The Catholic Church's response to the Reformation
41. Protestant v Catholic Belief Systems comparison
42. Success of the Reformation map activity
43. Renaissance and Reformation timeline
44. Defeat of the Spanish Armada primary source
45. DVD – Elizabeth the Golden Age (brief clips)
46. DBQ – Should the Catholic Reformation be considered a success or a failure?
47. Protestant Reformation document analysis
48. Leaders of the Protestant Reformation Project

Reference Materials

Primary	Secondary
<ul style="list-style-type: none"> History of the World: The Modern Era. Houghton Mifflin (1994) Holt McDougal Modern World History Patterns of Interaction Textbook <i>Global History and Geography: Readings and Documents</i>, Norman Lunger, 2003 <i>Documents in World History: The Modern Centuries From 1500 to the Present</i>, 2006 The DBQ Project Renaissance Mini-Q – “How Did the Renaissance Change Man’s View of Man?” Excerpts from <i>The Prince</i>, Niccolo Machiavelli Excerpts from <i>Utopia</i> Sir Thomas More Excerpts from <i>The Italian Renaissance</i>, J.H. Plumb Reading Like a Historian activity – Why did Luther Challenge the Catholic Church? Luther’s letter to the Archbishop of Mainz, 1517 Luther’s Table Talk, 1535 Luther’s 95 Theses The DBQ Project – Exploration or Reformation: Which was the More Important Consequence of the Printing Press? Calls for Reform – comparing the teachings of Luther and Calvin 	<ul style="list-style-type: none"> Social Contract Theory – PBS” Liberty Series Humanism PowerPoint Renaissance art PowerPoint Medici: Grandfathers of the Renaissance PBS video series Selling Indulgences worksheet What if Martin Luther Had Twitter DVD - “Luther” “I, Elizabeth” reading DVD – <i>Elizabeth the Golden Age</i>

- *Report on the English Reformation*, Thomas Cromwell
- DBQ – Was the Catholic Reformation a success or failure?

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom websites for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ FishBowl Discussions: 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ FishBowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encouraged to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities

<p>Physical activities, Videos & films, Broadcasts, Models & figures)</p> <ul style="list-style-type: none"> ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their 	<p>Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.</p> <ul style="list-style-type: none"> ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, the teacher will begin SSR with the reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with a pre-selected partner, revise and edit with a teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. 	<ul style="list-style-type: none"> ● Utilize more challenging materials
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<p>questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.</p> <ul style="list-style-type: none">• Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources: 20 strategies to Support EAL Children What English- Language Learners Wish Teachers Knew - Education Week A Starting Point: Tips and resources for working with ESL newcomers</p>	<ul style="list-style-type: none">• Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....."	
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Unit Title / Topic: Revolutionary Progress

Unit Duration: 10 Weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

- 6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
- 6.2.12.A.3.b Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
- 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government
- 6.2.12.A.3.d Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals
- 6.2.12.C.3.a Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.
- 6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
- 6.2.12.C.3.c Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
- 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
- 6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

Interdisciplinary Companion Standards (NJSLS):

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.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

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.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

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.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Technology Integration (NJSLS 8):

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 . Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7. Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Compare and contrast how past and present political, economic and social ideas, systems and practices have been utilized by world societies and evaluate the success of those societies.
2. Identify, analyze, and argue different revolutionary perspectives and create an understanding of what revolutionary success is.
3. Analyze the (historic and/or contemporary) circumstances beneficial for the introduction of products to markets and the impact on the labor force.
4. Analyze the lasting impact of innovation and social changes with particular focus upon the implications on present day society.

Meaning

Students will understand that:

Students will understand that:

- Society can be defined by its political, social, and economic structures.
- The easiest governments to rule are not always best for the people.
- Transformative change results from social, political, and economic problems.
- Revolutions occur as the result of major social, political, economic, and cultural issues.
- Societies can be revolutionized through the application of philosophical beliefs.
- Power can both improve and corrupt individuals and groups.
- Leaders can fall as a result of extremism and failure to meet objectives of the people.
- Competing political philosophies develop and sustain as a result of instability.
- Growth of business often has negative social consequences.
- Widening economic gaps lead to political movements.
- There are both intended and unintended results of technology.
- Changes in economic conditions lead to social, political, and cultural evolution.
- People seek change when they suffer injustice or have compounding factors of needs
- There are benefits and drawbacks of different economic systems

Essential Questions:

- How has the role of government evolved over time?
- What are the attributes of a fair and effective government?
- What causes countries and/or people to demand transformative change?
- To what extent can philosophical and scientific theories impact human life?
- To what extent is revolutionary action necessary to promote change?
- How does power change people?
- What causes the downfall of popular leaders?
- Why do political philosophies develop?
- What are the effects of business and industrial growth?
- Why do new economic, social, cultural, and political philosophies and movements evolve or develop?
- What is the price of progress?
- What are the results of technological innovations on a local and global scale?
- How do economic changes impact social, political, and cultural institutions?
- How can the way that history is taught and remembered create or reinforce “in” groups and “out” groups in a society? **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**

Acquisition of Knowledge & Skills

Students will know:

- The common forms of government (monarchy, aristocracy, oligarchy, theocracy, democracy, autocracy, etc.)
- The definition and characteristics of a revolution
- The examples of philosophical revolutionary movements (Scientific and Enlightenment)
- The Scientific Revolution was a theoretical precursor to the Enlightenment
- The application of the scientific method to government and social issues transformed social, political, economic, and cultural structures in Europe
- The Enlightenment was influential in establishing the modern role of government
- Modern views and systems of government were developed out of the concepts from the Enlightenment
- The French Revolution was a direct outcome of the Enlightenment
- The means by which Napoleon was able to rise to power and then fell
- The Industrial Revolution represented a radical change in how goods were produced and sold
- The Industrial Revolution was an indirect result of the Scientific Revolution
- The impact of the Industrial Revolution on various members of society
- There are competing theories on how to organize economic activity
- Industrialization required globalization
- Socialism and communism were borne of thinkers responding to industrial revolution conditions
- Success required understanding of markets and consumers
- Communism has never been practiced in its purest form
- Findings in physical science influenced the study of human society and behavior

Students will be able to:

- Define Revolution
 - Describe the philosophical changes needed for the Scientific Revolution and Enlightenment to occur.
 - Measure the success of different revolutionary movements.
 - Examine the role of absolute rulers in building early modern states, and the failures of such a system.
 - Explain why social class structure was responsible for so much upheaval.
 - Apply the scientific method to social, political, economic, and cultural issues.
 - Evaluate the influence of Enlightenment philosophers on the establishment of modern political thought.
 - Trace the events of the French Revolution as they relate to the philosophical beliefs of the Enlightenment
 - Compare the different groups in the political spectrum/how factions divided France
 - Analyze the pros/cons of different forms of government (absolute monarchy, constitutional monarchy, republic, dictatorship)
 - Explain how the Revolution evolved from monarchy, to republic, to dictatorship in regards to people's' civil liberties
 - Analyze the legacy of Revolution and Napoleon's reign
 - Examine the role of the Renaissance, Scientific Revolution and Enlightenment in the advancement of commercial and industrial progress
 - Evaluate the role of the Industrial Revolution on the development of economic systems and philosophes
 - Compare and contrast capitalism, socialism, and communism
 - Analyze the successes and failures of reform movements
 - Describe the scientific advances that were made in Europe during this time period.
 - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
 - Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
 - Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
 - Evaluate how the concept of "maleness" has changed over time and how that is reflected in historic and modern culture in definitions of "acceptable" behaviors
- N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**

Stage 2: Acceptable Evidence

Transfer Task

Comparison Essay – The student will choose two of the revolutions we've studied in class and compare the successes and failures of each revolution. The student must include the context for each revolution, the causes, effect and impact on other revolutions of the two that are compared. Opposing perspectives within each revolution must be addressed and compared.

Stage 3: Activities

1. "The Execution of Louis XVI" reading – primary source analysis of the day of Louis' execution
2. "Revolution Brings Reform and Terror" guided reading activity
3. "Revolution Brings Reform and Terror" introductory packet and analysis questions (chronology, making inferences, recognizing effects, interpreting visuals, and explaining overarching concepts)
4. Reading Like a Historian Document Analysis: was the main goal of the Committee of Public Safety to 'protect the Revolution from its enemies'?
5. Compare and Contrast reading on the American versus French Revolutions
6. Guillotine Game review activity
7. The French Revolution introduction quiz
8. French Revolution study guide completion
9. The French Revolution Unit Test – multiple choice, matching, short answers
10. "Napoleon Bonaparte: The Glory of France" Biography documentary and analysis questions
11. PowerPoint notes/presentation on Napoleon Bonaparte
12. "How did France Change Under Napoleon" reading and analysis tasks
13. "Napoleon Forges an Empire" introductory packet and analysis questions (chronology, making inferences, recognizing effects, interpreting visuals, and explaining overarching concepts)
14. "Napoleon's Empire Collapses" introductory packet and analysis questions (chronology, making inferences, recognizing effects, interpreting visuals, and explaining overarching concepts)
15. Creating Napoleon Bonaparte Political Cartoons
16. Napoleon Bonaparte - students will be required to complete a study guide for their unit quiz to facilitate proper study skills
17. Napoleon Bonaparte Quiz
18. Watch and analyze BBC documentary on why the IR began in England
19. PowerPoint notes/presentation on the IR
20. Reading: "Before the Industrial Revolution" with analysis questions
21. Reading: "Great Britain: First to Industrialize" with analysis questions

22. Reading “The Textile Industry” with analysis questions
23. Reading: The life of a Textile Worker with analysis questions
24. Comparing primary source viewpoints on Industrialization activity
25. Urbanization in England Map Analysis Activity
26. Writing an Editorial Activity
27. IR Quiz Study Guide
28. Industrial Revolution Unit Quiz
29. New Economic Theories Jigsaw
30. Comparison Chart on Socialism versus Capitalism
31. Comparison Chart on Communism versus Capitalism
32. Communist Manifesto excerpt text analysis
33. New Economic Theories Quiz
34. Article on IR in China with analysis questions
35. Comparing images activity – 1800s IR versus modern-day China IR
36. Modern-Day Industrialization Jigsaw
37. The Vaccination Debate (PBS Frontline Special)
38. Analyzing the Evolution Debate activity

Reference Materials

Primary	Secondary
<ul style="list-style-type: none"> ● World History AGS Pearson ● World History Glencoe McGraw Hill 	<ul style="list-style-type: none"> ● Social Contract Theory – PBS” Liberty Series ● DBQ – Causes of the French Revolution ● French Revolution Under Siege document and map analysis ● Excerpt from <i>A Tale of Two Cities</i>, Charles Dickens ● Excerpt from <i>Decree Against Profiteers</i>, July 1793 ● Excerpt from <i>Law of Suspects</i>, September 1793 ● DBQ – Impact of the French Revolution and Reign of Napoleon ● “Before the Industrial Revolution” ● “Great Britain: First to Industrialize” ● “The Textile Industry” ● DBQ – Why did the Industrial Revolution Begin in England? ● House of Lords Committee Interview with Michael, W., 1819 ● House of Lords Committee Interview with Holmes, E. (1818) ● Excerpt from <i>The Life of John Birley</i>, The Ashton Chronicle, May 1849 ● Excerpts from <i>History of the Cotton Manufacture in Great Britain</i>, 1835 ● Excerpt from <i>Signs of the Times: The “Mechanical Age</i>, Thomas Carlyle, 1829 ● Excerpt from <i>The Philosophy of Manufactures</i>, Andrew Ure, 1835 ● Excerpt from “The Opening of the Liverpool to Manchester Railway”, Frances Ann Kemble, 1830

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| | <ul style="list-style-type: none">● DBQ – Evaluate the positive and negative effects of the Industrial Revolution● Excerpt from <i>The Wealth of Nations</i>, Adam Smith● Excerpt from <i>The Communist Manifesto</i>, Karl Marx● Excerpt from <i>Principles of Communism</i>, Friedrich Engels● “Letter from China: The Great Leap” Scenes from China’s Industrial Revolution”, Bill McKibben, <i>Harper’s Magazine</i>, December 2005 |
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- PowerPoint notes/presentation on the French Revolution and Napoleon Bonaparte
- PowerPoint notes/presentations on Absolutism, the Scientific Revolution, and the Enlightenment
- "The Reign of Louis XIV" introductory packet and analysis questions
- "Absolute Rulers of Russia" introductory packet and analysis questions
- "The Scientific Revolution" introductory reading
- "The French Revolution Begins" introductory packet
- History Channel Instant Expert documentary "A Quick Guide to The French Revolution"
- Reading Like a Historian Document Analysis: was the main goal of the Committee of Public Safety to 'protect the Revolution from its enemies'?
- "Napoleon Bonaparte: The Glory of France" Biography documentary
- BBC Documentary - Why the Industrial Revolution Began in Britain
- Frontline: The Vaccination Debate

- Excerpt *Memoirs*, Louis de Rouvroy, Duke of Saint-Simon
- Selection from *The Cat and the King*, Louis Auchincloss
- Excerpt from *Imperial Russia: A Sourcebook on Peter the Great's reforms*
- English Bill of Rights
- "The Glorious Revolution and the English Bill of Rights"
- "Letter to the Grand Duchess Christina of Tuscany," Galileo Galilei, 1615
- "Letter on Galileo's Theories," Cardinal Robert Bellarmine, 1615
- "The Crime of Galileo: Indictment and Abjuration of 1633"
- "Vatican Science Panel Told By Pope: Galileo Was Right," New York Times, Nov 1992
- Excerpt from *Two Treatises of Government*, John Locke
- Excerpt from *Leviathan*, Thomas Hobbes
- Excerpt from *The Social Contract*, Jean Jacques Rousseau
- Excerpt from *The Spirit of Laws*, Baron de Montesquieu
- Declaration of the Rights of Man
- Preamble of the Declaration of Independence and Bill of Rights
- Excerpts from the Universal Declaration of Human Rights
- *The Execution of Louis XVI*, Henry Essex Edgeworth de Firmont, 1793
- House of Lords Committee Interview with Michael, W., 1819
- House of Lords Committee Interview with Holmes, E. (1818)
- Excerpt from *The Life of John Birley*, The Ashton Chronicle, May 1849
- Excerpts from *History of the Cotton Manufacture in Great Britain*, 1835
- Excerpt from *Signs of the Times: The "Mechanical Age*, Thomas Carlyle, 1829
- Excerpt from *The Philosophy of Manufactures*, Andrew Ure, 1835
- Excerpt from "The Opening of the Liverpool to Manchester Railway", Frances Ann Kemble, 1830
- Excerpt from *Report of Parliamentary Committee on the Bill to Regulate the Labour of Children in Mills and Factories*, Elizabeth Bentley, 1832
- Excerpt from *The Wealth of Nations*, Adam Smith

- Excerpt from *The Communist Manifesto*, Karl Marx
- Excerpt from *Principles of Communism*, Friedrich Engels
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Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom websites for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ FishBowl Discussions: 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ FishBowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encouraged to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft

<ul style="list-style-type: none"> ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources: 20 strategies to Support EAL Children What English- Language Learners Wish Teachers Knew - Education Week</p>	<p>Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.</p> <ul style="list-style-type: none"> ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, the teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with a pre-selected partner, revise and edit with a teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. ● Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed 	<p>their own essential questions for the text.</p> <ul style="list-style-type: none"> ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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<p>A Starting Point: Tips and resources for working with ESL newcomers</p>	<p>on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....."</p>	
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Unit Title / Topic: Imperialism

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) for Social Studies:

- 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.
- 6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
- 6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations. **Amistad Law: N.J.S.A. 18A 52:16A-88**
- 6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
- 6.2.12.C.3.e Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- 6.2.12.D.3.c Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century. each country in the 20th century.
- 6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
- Amistad Law: N.J.S.A. 18A 52:16A-88**
- 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.
- 6.2.12.B.4.a Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
- 6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved **Holocaust Law: N.J.S.A. 18A:35-28**
- 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.

Interdisciplinary Companion Standards (NJSLS):

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.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

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.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

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.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Technology Integration (NJSLS 8):

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Make educated strategic decisions with respect to past and present imperialism.
2. Analyze how historic and modern imperialism has impacted the current state of affairs in affected countries.
3. Examine the ways in which societies are shaped and transformed by internal and external forces such as colonization, revolution, nationalism, imperialism and self-determination.
4. Evaluate the ways in which religious, cultural, and ethnic diversity have contributed to the success or failure of various societies.

Meaning

Students will understand that:

Students will understand that:

- Ethnocentrism and race fuel imperialist tendencies.
- Countries expand to gain multiple advantages in the global system.
- Colonized people suffer dehumanizing treatment, but are exposed to increased nationalism and industrial development.
- Natural resources are necessary for economic and political advancement.
- Imperialism had a deleterious effect on colonized people.

Essential Questions:

- What motives did Western nations have in gaining colonial empires?
- How did national rivalries impact the quest for colonial empires?
- How did 19th century European imperialism impact non-Western societies?
- What are the positive and negative impacts of imperialism for the affected country?
- What political, economic and social systems and institutions did the Europeans implement and why?
- Why can cultural interactions lead to increased racism, prejudice, intolerance, and discrimination?
- How does imperialism result in the development of new/changed cultures?
- How has the colonial legacy shaped the modern world?
- How can the way that history is taught and remembered create or reinforce “in” groups and “out” groups in a society? **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**

Acquisition of Knowledge & Skills

Students will know:

- Imperialism is the policy of building an empire or extending a nation's control over another nation to gain economic and political advantages.
- Imperialism is often sparked by racism and lack of knowledge of foreign cultures.
- Motives for Imperialism; resources & markets to fuel industrialization, Social Darwinism & bringing "civilization" to native peoples, & national glory and competition.
- Scramble for Africa; Berlin Conference, European rivalries, Belgian Congo, & Boer War.
- Colonial Legacy and the contemporary world; ethnic rivalries, environmental destruction, & economic imperialism today.
- The First World War's impact on Europe and its Colonial Possessions; the Paris Peace Conferences, the Mandate System and broken promises, racism and ethnocentrism.
- The Founding of the State of Israel; Balfour Declaration, the British and UN Mandate, impact of the Holocaust and War for Independence. **Holocaust Law: N.J.S.A. 18A:35-28**
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Students will be able to:

- Analyze primary documents that depict how European nations viewed other areas of the world.
- Compare and contrast the differences in how certain countries in Asia dealt with imperialism.
- Compare and contrast the colonial experience from two different regions.
- Examine the role of Social Darwinism, ethnocentrism, and racism in imperialism and colonial rule.
- Analyze how Imperialism often causes the emergence of Nationalism and later leads to new political systems and eventually the independence of nations.
- Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
- Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
- Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
- Describe the basis for the Mandate system, how it was implemented in the Middle East, and the lasting ramifications of those decisions.
- Identify and examine the fundamental claims of Arabs and Jews in Palestine.
- Describe how the Age of Imperialism and colonial legacy contributed to the contemporary world.
- Debate how the way that history is taught and remembered can create or reinforce "in" groups and "out" groups in a society **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**
- Evaluate the role that a European concept of the binary had on the treatment and stereotyping on native populations **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**

Stage 2: Acceptable Evidence

Transfer Task

DBQ Prompt: Given the political, social, economic and religious impact on various cultures as a result of colonialism, is the colonization of external groups ever justified? Are the benefits of imperialism worth the costs? Explain your answer using specific examples from your prior knowledge and the documents.

Stage 3: Activities

1. PowerPoint on Imperialism in Africa and Asia
2. Scramble for Africa introductory activity
3. Scramble for Africa Exit Ticket
4. Evolution of African Maps activity
5. "David Livingstone Explores Southern Africa" reading and map analysis
6. "Imperialism and Colonialism in Africa: part 1" reading and questions
7. "The Scramble for Africa" textbook chapter and guided reading chart
8. Choice Curriculum – Colonization and Independence in Africa background reading and study guide
9. Causes and Effects of Colonization graphic organizer
10. Imperialism Case Study: Nigeria textbook chapter
11. Systems of Government reading and questions
12. Foreign views on imperialism primary source analysis activity
13. Analyzing Imperialist Motives Picture Gallery activity
14. Analyzing European Bias reading
15. Case Studies analysis and presentations – how did imperialism impact the people of Africa? (Ghana, Congo, Algeria, Kenya)
16. Primary/Secondary source analysis – What do Europeans gain?
17. Analyzing education policies in Africa (primary sources)
18. Africa Resistance Grows reading and study guide
19. Imperialism in Africa study guide
20. Map Activity – The Middle East
21. Confronting Stereotypes survey
22. Identifying Islam picture activity
23. The "Magic" of Stereotypes
24. Article 22 of the Covenant of the League of Nations
25. Choices – The Middle East in the World reading and questions
26. Middle East primary source document analysis
27. Create Your Own Gallery Walk activity using primary and secondary sources
28. Choices - Resolving the Arab Israeli Conflict reading and graphic organizer
29. Middle East map analysis
30. Designing a Partition Plan activity
31. Frontline Episode – Battle in the Holy land
32. British Imperialism in India textbook chapter and graphic organizer
33. "Letter Opposing the English" reading and questions
34. Gandhi introduces civil disobedience to India reading and questions
35. Imperialism in Southeast Asia textbook chapter and graphic organizer

Reference Materials

Primary	Secondary
<ul style="list-style-type: none"> ● World History AGS Pearson ● World History Glencoe McGraw Hill 	<ul style="list-style-type: none"> ● PowerPoint on Imperialism in Africa and Asia ● "David Livingstone Explores Southern Africa" reading ● "The Scramble for Africa" textbook chapter ● Choices Curriculum – Colonization and Independence in Africa ● "Imperialism and Colonialism in Africa, 1880-1914" ● "Imperialism and Colonialism in Africa, 1914-1945" ● DBQ – Evaluate the positive and negative effects of imperialism ● Ghandi Introduces Civil Disobedience to India" ● "The Geography of the Middle East," PBS ● Media Construction of the Middle East, Project Look Sharp ● "Explaining Islam" The Center for Learning ● Choices Curriculum – The Middle East in Transition: Questions for U.S. Policy ● "Revolution in the Middle East," <i>Global Political Survey</i> ● DBQ – To what extent do you agree that land was and is the main argument in the Palestinian-Israeli Conflict? ● Analyzing Imperialist Motives Picture Gallery ● DVD - Aladdin (opening scene) ● Frontline - Battle in the Holy Land ● Excerpt <i>Does Germany Need Colonies</i>, Frederich Fabri, 1879 ● Excerpt "The Predominance of the Anglo-Saxon Race" Josiah Strong, 1891 ● "Letter Opposing The English," Moulavy Syad Kutb Shah Sahib, 1870 ● "Muslim women uncover myths about the hijab," John Blake, CNN, August 12, 2009 ● "The Age-Old Modesty of the Veil: Banning the Veil in Iran," Sattareh Farman Farmaian, 1993 ● "My Body is My Own Business," Naheed Mustafa, 1992 ● Article 22 of the Covenant of the League of Nations, June 28, 1919 ● Hussein-McMahon Letters 1915-1916 ● The Balfour Declaration, 1917 ● The Sykes-Picot Agreement, 1916 ● President Wilson's 14 Points, 1918 ● Excerpts from The General Syrian Congress, 1919 ●

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements

<ul style="list-style-type: none"> ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. 	<ul style="list-style-type: none"> ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. ● Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....." 	<ul style="list-style-type: none"> ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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<ul style="list-style-type: none">• Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources:</p> <ul style="list-style-type: none">• 20 strategies to Support EAL Children• What English- Language Learners Wish Teachers Knew - Education Week• A Starting Point: Tips and resources for working with ESL newcomers		
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Unit Title / Topic: World War I and its Aftermath

Unit Duration: 6 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

- 6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
- 6.2.12.A.4.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. **Holocaust Law: N.J.S.A. 18A:35-28**
- 6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
- 6.2.12.D.4.a Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
- 6.2.12.D.4.b Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
- 6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
- 6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
- 6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved **Holocaust Law: N.J.S.A. 18A:35-28**
- 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 **Holocaust Law: N.J.S.A. 18A:35-28**
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- 6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.
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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.

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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.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Technology Integration (NJSLS 8):

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 . Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7. Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Analyze wartime literature and accounts from past and present to identify enduring themes in the experience of war.
2. Predict the political situation that will arise in Europe and the world in the wake of the Treaty of Versailles.
3. Assess the validity of justifications for war by historical and modern day leaders

Meaning

Students will understand that:

Students will understand that:

- Conflict is a result of social, political, cultural, and economic differences.
- Conflict is a product of the inability to resolve disputes peacefully.
- Technology increases lethality and efficiency.
- Alliances can both increase and decrease security.
- Progress can increase the quality of life, but also magnify the potential for harm.
- Economic instability gives rise to demagoguery.
- Wars alter the social, political, economic, and social structures of individual countries, often in a negative sense.
- Military force is justified as an act of defense or in furtherance of nationalist ideals.

Essential Questions:

- How is power gained, used, and justified?
- When does conflict come to a point of no return?
- How does technology impact the course and outcome of war?
- To what extent is war justifiable?
- How does economic instability contribute to political upheaval?
- Is the administration of communism consistent with its stated goals?
- How did the treaties that followed the First World War impact various regions of the world throughout the 20th century?
- Can lasting peace ever be achieved?
- How can the way that history is taught and remembered create or reinforce “in” groups and “out” groups in a society? **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**
- Why might people not feel safe to express all their identities? **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**

Acquisition of Knowledge & Skills

Students will know:

- WWI was a war of the Industrial Revolution where old world fighting tactics met new world technology.
- Anti-German propaganda spread through the US pushing them into the war.
- The League of Nations was set up to help nations settle disputes peacefully.
- The Treaty of Versailles set harsh penalties on Germany, which will lead to WWII
- Communism is a form of government that stresses government control over means of production.
- A totalitarian state is a country where all aspects of the lives of people is controlled by the government
- Following WWI both Italy and Germany faced harsh economic depressions.
- Fascism is the political system characterized by extreme nationalism and where the interests of state are placed over the individual.
- The Weimar Republic failed due to various political groups vying for power.
- Under Hitler, Germany would transform into a totalitarian state.

Students will be able to:

- Debate when war is a “just cause”
- Describe how ideological differences can foster warfare
- Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
- Analyze the role propaganda played during WWI to foster support amongst the civilian population.
- Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
- Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- Explain the role female impersonators in various soldier camp performances played in allowing soldiers to explore their identity **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**
- Evaluate how WWI shifted the experiences of traditional male and female roles during the war **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**
- Analyze the Treaty of Versailles and understand what affects it had on the losing countries, especially Germany.
- Analyze the effects (social, political and economic) of WWI on the rest of the world.
- Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1918
- Evaluate the reasons why the Weimar Republic failed
- Analyze the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- Determine if Italy and Germany were justified in their reactions to the Treaty of Versailles.
- Analyze the alternative options to the Nazi party

Stage 2: Acceptable Evidence

Transfer Task

Treaty of Versailles Editorial

Congratulations! You've just been promoted to Chief Political Correspondent! Your first assignment: cover the signing of the Treaty of Versailles. Using your notes on the Paris Peace Conference and the Treaty of Versailles, as well as your primary sources, you will write a newspaper headline and article assessing how the Allied Powers handled this new peace.

USHMM Picture Project analyzing Jewish Life before WWII

Stage 3: Activities

1. PowerPoint on World War I
2. A Reason for War? Activity
3. "What were the underlying causes of WWI" Reading and questions
4. "Size of Colonial Empires" chart analysis
5. "The Crime of the Ages" political cartoon analysis
6. "Marching Toward War" textbook chapter (taking notes, analyzing issues, vocabulary)
7. "The Assassination of Archduke Franz Ferdinand" primary source analysis
8. "Letter from German Government to Belgian Government" primary source analysis
9. War in the Trenches reading
10. The Trenches: A Symbol of Stalemate song creation
11. A Letter from the Trenches creative writing assignment
12. WWI Terrifying New Technology web-quest
13. The Battle of the Somme map activity
14. "Europe Plunges into War" textbook chapter (taking notes, geography skillbuilder, recognizing effects, synthesizing)
15. "A Global Conflict" textbook chapter (recognizing effects, geography skillbuilder, summarizing, comparing, interpreting graphs)
16. Germany Justifies the Sinking primary source analysis
17. The Zimmerman Note primary source analysis
18. What should the U.S. do group activity
19. Political Cartoon analysis – gallery walk of WWI political cartoons
20. "A Flawed Peace" textbook chapter (taking notes, interpreting maps, interpreting charts, analyzing issues)
21. The Peace Settlement reading and primary source analysis
22. Evaluating Wilson's 14 Points activity
23. Reactions to the Treaty primary source activity
24. Europe in 1918 map activity
25. WWI Unit Test study guide
26. Creating a WWI Newspaper
27. PowerPoint – Europe Between the Wars
28. Map Analysis – Europe before and after WWI
29. "Germany's Proud Heritage" reading and questions
30. Weimar Republic Stations Exploration
31. Failure of the Weimar Republic Exit Ticket
32. German Territorial Losses map activity
33. German Loses Overseas map activity
34. "Germany Emerges from WWI" reading and questions
35. Understanding the Weimar Republic – key term definitions
36. Weimar Republic Timeline
37. Weimar Republic Constitution analysis
38. Hyperinflation primary source analysis
39. Weimar Republic biographies – what role did the individual play?
40. Choices Reading and Study Guide "The Troubled Infancy of the Weimar Republic"

WORLD HISTORY CP

41. "A Worldwide Depression" textbook chapter and guided reading graphic organizer
42. The Moment of Decision – Mock Reichstag Election
43. Mystery Files episode: Hitler (with questions)
44. "The NSDAP and Totalitarian Rule" reading and study guide
45. "Fascism Rises in Europe" textbook chapter and graphic organizer
46. Fascism background reading and analysis questions
47. What did the Nazis believe activity
48. Do You Take the Oath? Activity
49. Analyzing *Mein Kampf* activity
50. Nazi Propaganda Gallery Walk
51. Aftermath of WWI Quiz
52. Rise of Hitler Quiz
53. History Channel World Wars documentary (episode 1) with questions
54. USHMM Picture Project
55. Excerpts describing Jewish life before WWII
56. **Best Love - Female Impersonation in the Great War** N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities

Reference Materials

Primary	Secondary
<ul style="list-style-type: none"> • World History AGS Pearson • World History Glencoe McGraw Hill 	<ul style="list-style-type: none"> • DBQ – Explain the cause of WWI • Choices Curriculum – Weimar Germany and the Rise of Hitler • Weimar Stations Exploration – Facing History and Ourselves • "Germany Emerges from World War I" • Weimar Republic biographies • "Fascism," International Encyclopedia of the Social Sciences • 10 Stages of Genocide • PBS Documentary - The Armenian Genocide • Letter from German Government to Belgian Government, August 1914 • Battle of the Somme Article, Phillips, P. <i>The Daily Express</i>, July 3, 1916 • Excerpt from <i>With a Machine Gun to Cambrai</i>, George Coppard, 1916 • Memoir excerpt. Lais, U.O. (date unknown). In Sheldon, J. (2007). <i>The German Army on the Somme: 1914-1916</i>. • Germany Justifies the Sinking, 1915 • The Zimmerman Note, 1917 • The Treaty of Versailles, 1919 • Excerpt from reactions to the Treaty of Versailles, 1919 • The Weimar Constitution, 1919

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| | <ul style="list-style-type: none">● Nazi Party Platform, 1920● Excerpt from <i>Mein Kampf</i>, 1925● Nazi election posters, 1932● Selection of speeches by Joseph Goebbels● Neville Chamberlain speech to the House of Commons, October 5, 1938● Winston Churchill speech to the House of Commons, October 5, 1938● Excerpt from <i>And Now, Tomorrow</i>, Vernon Bartlett , 1960● Excerpt from Henry Channon diary entry, March 15, 1939● Excerpt from <i>Fullness of Days</i>, The Earl of Halifax, 1957● Excerpt from <i>The Berlin Diary</i>, William L. Shirer, 1939● Excerpt from Hitler speech, April 9, 1938● The Triumph of the Will <p>Shoah foundation testimony</p> |
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Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom websites for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ FishBowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encouraged to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities

<p>Physical activities, Videos & films, Broadcasts, Models & figures)</p> <ul style="list-style-type: none"> ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to 	<p>modified to include graphic organizers.</p> <ul style="list-style-type: none"> ● Socratic Seminar/ FishBowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, the teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with a pre-selected partner, revise and edit with a teacher conference, and publish a final copy. Writing assignments will follow the 	<ul style="list-style-type: none"> ● Utilize more challenging materials
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<p>verbalize what they do not understand at first, so monitor and give examples.</p> <ul style="list-style-type: none">• Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources:</p> <p>20 strategies to Support EAL Children What English- Language Learners Wish Teachers Knew - Education Week A Starting Point: Tips and resources for working with ESL newcomers</p>	<p>alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.</p> <ul style="list-style-type: none">• Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....."	
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Unit Title / Topic: World War II and its Aftermath

Unit Duration: 6 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) for Social Studies:

- 6.2.12.A.4.a Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
- 6.2.12.A.4.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. **Holocaust Law: N.J.S.A. 18A:35-28**
- 6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide. **Holocaust Law: N.J.S.A. 18A:35-28**
- 6.2.12.B.4.b Determine how geography impacted military strategies and major turning points during World War II.
- 6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
- 6.2.12.C.4.b Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.
- 6.2.12.D.4.d Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.D.4.e Compare how Allied countries responded to the expansionist actions of Germany and Italy.
- 6.2.12.D.4.f Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 6.2.12.D.4.g Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.
- 6.2.12.D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved **Holocaust Law: N.J.S.A. 18A:35-28**
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- 6.2.12.D.4.j Analyze how the social, economic, and political roles of women were transformed during this time period.
- 6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.

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RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

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.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

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.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Technology Integration (NJSLS 8):

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 . Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7. Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

1. Hypothesize how the course of the war would have differed had the democracies acted earlier, and, ultimately, synthesize effective strategies for political leaders to act upon.
2. Evaluate the impact the Second World War had on European colonial powers and non-Western peoples.
3. Assess the validity of justifications for war by historical and modern day leaders.

Meaning

Students will understand that:

Students will understand that:

- Armed conflict is a result of social, political, cultural, and economic differences that cannot be solved through diplomacy.
- Acts of genocide can increase in scale as a result of industrial advancement for efficiency.
- The possibility of wars no longer occurring relies on a level of stability that does not exist in current human condition.
- Weapons of mass destruction can both embolden and dissuade possible belligerents.
- Colonialism has fostered in widespread poverty and political strife.
- Regional difficulties have a worldwide “ripple effect.”

Essential Questions:

- Why does armed conflict occur?
- What are the roots of genocide and race-based ideologies?
- When can war be ended?
- Can lasting peace be achieved?
- How can weapons of mass destruction be both positive and negative?
- What are the ongoing effects of colonialism?
- How do occurrences in specific regions impact the global system?
- How can the way that history is taught and remembered create or reinforce “in” groups and “out” groups in a society? **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**
- Why might people not feel safe to express all their identities? **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**

Acquisition of Knowledge & Skills

Students will know:

- World War II was a result of policies intended to respond to World War I
- European nations wished to avoid war following the devastation of World War I.
- European nations were unprepared for war due to disarmament
- The annexation of the Sudetenland changed the political landscape of Europe
- The Nazi-Soviet Pact allowed overt Germany to invade Poland
- The invasion of Poland was a joint venture of the Germans and Soviets
- Vichy France was a puppet government of Germany
- British island geography made it difficult for German invaders
- Winston Churchill was credited with maintaining the unity of the English
- Soviet scorched earth policies hurt both the German invasion and the people of Russia
- Japanese Imperialism encouraged participation in the war
- The victory in Europe presented the Allies challenges with respect to how to deal with the German People
- The Japanese military ethos prevented surrender
- The use of the atomic bomb on civilian populations remains a debated issue
- The United Nations was put in place to prevent future wars
- The Holocaust was designed to purify Europe, and eliminate Jews, political prisoners, homosexuals, gypsies, and "asocial people." **Holocaust Law:** N.J.S.A. 18A:35-28
- Hitler wanted to erase Jewish culture from existence, not just the people.
Holocaust Law: N.J.S.A. 18A:35-28

Students will be able to:

- Debate when was is a "just cause"
- Describe how ideological differences can foster warfare
- Explain the spread of communism in Europe and Asia.
- Analyze the motivations, causes, and consequences of the genocides of Roma (gypsies) and Jews. **Holocaust Law:** N.J.S.A. 18A:35-28
- Determine how geography impacted military strategies and major turning points during World War II.
- Explain the effects of the Treaty of Versailles on the outbreak of WWII
- 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).
- Interpret primary source materials including journals and letters
- Use maps to analyze key social, political, and economic trends in settlements
- Construct timelines with cause and effect relationships
- Apply historical concepts to current events
- Apply historical concepts and analysis to their own lives
- Debate how the way that history is taught and remembered can create or reinforce "in" groups and "out" groups in a society **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**
- Examine personal testimonies in order to understand what conditions were like for homosexuals living in Nazi occupied Germany before and during WWII. **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**
- Recognize and analyze the ways in which homosexuals in Nazi occupied Germany responded to persecution and repression. **N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**

Stage 2: Acceptable Evidence

Transfer Task

Atomic Bomb Position Essay

"Was the United States justified in dropping atomic bombs on Hiroshima and Nagasaki in August 1945"

Students will use three different historical and modern day interpretations of the dropping of the bomb, their in class silent debate, and class notes to answer the above question, taking one side or the other.

Stage 3: Activities

1. Aggression in Europe PowerPoint
2. WWII PowerPoint
3. Holocaust PowerPoint
4. Timeline of world events 1918-1941
5. Expansion in Europe map activity
6. Reading Like a Historian analysis: Was appeasement the right policy?
7. Road to War Graphic Organizer
8. "Berlin Diary" primary source and questions
9. "Hitler's Lightning War" textbook chapter and graphic organizer
10. Nazi Propaganda analysis – How did they convince people to vote to annex Austria?
11. "Triumph of the Will" documentary and analysis
12. Battle of Britain map activity
13. D-Day background reading and questions
14. "A Picture's Worth 1000 Words" D-Day primary source activity
15. "The Stakes of D-Day" reading and questions
16. Yalta Conference background reading and questions
17. Debate: Was the Yalta Agreement the best the West could have negotiated?
18. "War on a Global Scale" primary source analysis
19. "A Long Way From Home" – WWII geography lesson
20. "Japan's Pacific Theatre" textbook chapter and graphic organizer
21. The Doolittle Raid primary source account
22. The Battle of Midway background information
23. The Bloody Battle of Tarawa primary source account
24. "My dear little boys" letter analysis from Iwo Jima
25. WW2 From Space history channel documentary
26. "The Allied Victory" textbook chapter and graphic organizer
27. World War II from world textbooks – compare and contrasting history
28. Letter from Albert Einstein analysis
29. The Dropping of the Atomic Bomb – comparing Japanese and American perspectives
30. Comparing perspectives silent debate activity
31. Atomic Bomb Essay
32. Analyzing political cartoons gallery walk
33. "The Holocaust" PollEverywhere activity
34. Hitler's War Against the Jews reading
35. The Rape of Europa documentary and viewing guide
36. Comparing Perspectives (Eisenhower v Hitler) primary source activity
37. Erasing Culture reaction paper
38. Is history modern? Evaluating the looting of the Iraqi National Museum in 2003
39. History Channel documentary "World Wars" episodes 2 and 3 with guided questions
40. The Historical Origins of Antisemitism background reading and guided questions

WORLD HISTORY CP

41. USHMM Holocaust PowerPoint
42. The Night of Broken Glass reading and questions
43. Refuse Heap is Archive for Night of Hatred NYT article and questions
44. Night excerpt and guided questions
45. Excerpts from "Salvaged Pages"
46. *I'm Still Here* MTV Video
47. **Who Wore the Pink Triangle? N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**
48. **Alan Turing - True to Himself N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities**

Reference Materials

Primary	Secondary
<ul style="list-style-type: none"> • World History AGS Pearson • World History Glencoe McGraw Hill 	<ul style="list-style-type: none"> • "The Stakes of D-Day" The Center for Learning • "Yalta: Bargain or Sellout? The Center for Learning • History in Dispute: Was the Yalta Agreement the best the West could have negotiated? • "A Long Way from Home" – The National WWII Museum • "Monuments Men and Nazi Treasures" <i>Smithsonian Magazine</i> • "A Nation at War: The Looting; Experts' Pleas to Pentagon Didn't Save Museum," NYT April 2003, Douglas Jehl • "National Museum, Baghdad: 10 Years Later," <i>Archaeology Magazine</i>, Andrew Lawler, 2013 • DBQ – Was dropping the atomic bomb a military necessity, a scientific experiment, or a diplomatic blunder? • "Why We Did It" Evan Thomas, <i>Newsweek</i>, July 24, 1995 • DBQ- Why was the world plunged into war in 1939? What is the most effective response to aggression – appeasement or collective security? • Documentary - <i>I'm Still Here</i> • Documentary - <i>Transformation & Remembrance</i> • DVD - <i>Operation Finale</i> • Paragraph 175 Documentary N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities • Newsela articles on Alan Turing N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities • <u>How the Nazi Regimes Pink Triangle Symbol Were Repurposed as a Symbol of LGBTQ Pride</u> N.J.S.A. 18A:35-4.35 LGBTQ / Individuals with Disabilities • Eisenhower's Monument's Order, 1943 • Hitler's ERR Decree, 1942 • Excerpt from <i>Thirty Seconds Over Tokyo</i>, Ted Lawson, 1943 • "My dear little boys" – Letter home from Lt. Leonard Smith Isacks, Jr, 1944 • "Hello Tiny" from somewhere in Belgium, Feb 17, 1945 • "Dear John" from the Philippines, July 23 • Letter from Albert Einstein to FDR, August 2, 1939

- Excerpts from *Salvaged Pages*
- Salitter's Report
- Shoah testimony excerpts
- Reinhard Heydrich's *Instructions Against Jews*
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Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: 	<p>Teachers identify the modifications that they will use in the unit as related to the needs of their student population.</p> <ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities

<ul style="list-style-type: none"> ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources: 20 strategies to Support EAL Children What English- Language Learners Wish Teachers Knew - Education Week</p>	<p>Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.</p> <ul style="list-style-type: none"> ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. 	<ul style="list-style-type: none"> ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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[A Starting Point: Tips and resources for working with ESL newcomers](#)

- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....."