

**BLACK HORSE PIKE REGIONAL HIGH SCHOOL  
TRITON REGIONAL HIGH SCHOOL  
ESL AND SOCIAL STUDIES DEPARTMENTS**

**SYLLABUS  
WORLD HISTORY CULTURES – ENGLISH AS A SECOND LANGUAGE**

**Course Overview**

World History ESL is a year-long course designed to survey world history and to develop vocabulary/grammar capabilities in the English language. It is the hope to help Non-Native English Speakers make a smooth transition from their countries' academic settings, languages and cultures into the English speaking world. This course includes a study of World History by first developing map skills and comparing world religions and continues to the Cold War. This program includes a survey of significant geographic, economic, political, and social events as well as an on-going chronological study of our world's cultural diversity. Students are expected to be active learners. Although this class focuses on a chronology of world history, through its implementation, the course also focuses on listening, speaking and composition skills.

Teachers will promote understandings of history by utilizing vocabulary words, photos, timelines, charts, graphs, maps, media and other materials to teach information visually. While a study of history is important, this course also focuses on communication skills and test preparation. This course of study will be adapted for the learning level of the class. Teachers will assess the prior knowledge, prior skills sets, and current needs of their classes. Monitoring and adjusting will thus result in the creation of lessons, activities, and assignments appropriate to the classes.

**Course Content Outline**

**First Marking Period**

- I. Map Skills
- II. World Religions
- III. Renaissance
- IV. Reformation

**Second Marking Period**

- V. Scientific Revolution
- VI. Exploration
- VII. Absolutism
- VIII. Enlightenment

**Third Marking Period**

- IX. French Revolution
- X. Industrial Revolution
- XI. Imperialism
- XII. World War I

**Fourth Marking Period**

- XIII. Interwar Years
- XIV. World War II
- XVI. Cold War

### **Course Expectations and Skills**

1. Develop skills essential to success in the Social Studies classroom.
2. Gain an appreciation for past and present cultures of the world.
3. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
4. Understand world history as the context for United States history.
5. Gain practice to succeed on standardized testing such as ACT, SAT, and PARCC.
6. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
7. Enhance technology skills through research and presentations.
8. Develop skills in note-taking and outlining guided practice and repetition.
9. Introduce the basic communication skills of listening, speaking, reading, writing, and developing vocabulary in English.
10. Use the structure of the English language in oral expression.
11. Assist those for who English as a second language in developing reading and writing competencies in English
12. Institute the transfer of reading skills from the native language to English.

### **Materials Needed (provided by instructors)**

- Three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

### **Resources**

Textbook: AGS World History

### **Grading Scale**

Students will earn their grades based on the following categories of assignments:

- Evaluations: 40%
- Projects: 15%
- Quizzes: 25%
- Homework/Classwork: 20%

### **Teacher Information**

Mrs. Lisa Roberts

Mrs. Rebecca Vives

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> World History ESL Unit 1 Map Skills and World Religions</p>	<p><b>Unit Summary:</b> In this unit, students will study geography and world religions. First, students will compare and contrast the differences among a variety of maps and explain the appropriate use of symbols, coloring and shading, and select maps appropriate for answering questions they have. Students will also study climate and land formations as part of this unit to see how humans and their interaction with land can form unique places. With this basis, students will then look at the historical context, origins, beliefs, and moral teachings of the major world religions, including: Judaism, Christianity, Islam, Hinduism, and Buddhism. Despite some commonalities, each religion is unique regarding its history and practice. Therefore, in this unit, students will gain an understanding of how each religion evolved historically and spiritually while also looking at the contemporary practice of each religion. In addition, we will study some of the interactions that have taken place among the religions. This will allow students to place two or more religions side-by-side and examine their similarities/differences. Ultimately then, students will learn the basic tenets of each faith in order that they may gain the ability to discuss each religion and its corresponding history, practice, and relationship to other faiths.</p>
<p><b>Grade Level(s):</b> 9-12</p>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Geography has a direct influence on the development of cultures, societies, and nations.</li> <li>• The relationships of people, places, and environments make places unique and different.</li> <li>• A region's climate and natural resources lead people to interact with the natural world to produce distinctive places.</li> <li>• Maps change over time because of human conflict, natural changes in landforms, and people's interaction with nature.</li> <li>• Maps reflect history, politics, and economies as seen in changes following wars, over certain periods of time, and when comparing areas.</li> <li>• Buddhism, Hinduism, Judaism, Christianity and Islam, although all unique, do share some commonality and similar rituals.</li> <li>• Religions evolved as early civilizations emerged and exist due to cultures in different places.</li> </ul>
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. How do geography and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>2. What makes places unique and different?</li> <li>3. How do geography, climate, and natural resources affect the way people live and work?</li> <li>4. How and why do maps change?</li> <li>5. How do maps reflect history, politics, and economies?</li> <li>6. How are major religions alike and different?</li> <li>7. Why do religions exist?</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• Geography has a direct influence on the development of cultures, societies, and nations.</li> <li>• The relationships of people, places, and environments make places unique and different.</li> <li>• A region's climate and natural resources lead people to interact with the natural world to produce distinctive places.</li> <li>• Maps change over time because of human conflict, natural changes in landforms, and people's interaction with nature.</li> <li>• Maps reflect history, politics, and economies as seen in changes following wars, over certain periods of time, and when comparing areas.</li> <li>• Buddhism, Hinduism, Judaism, Christianity and Islam, although all unique, do share some commonality and similar rituals.</li> <li>• Religions evolved as early civilizations emerged and exist due to cultures in different places.</li> </ul>

**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**  
**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCCS or ELPS</u>
1. Identify the subject and purpose of a map by reading the title.	1. ELL.9-12.V.A.7
2. Uncover information about the map’s subject and purpose by reviewing labels on the map.	2. ELL.9-12.V.A.7
3. Find the meaning of the symbols used on the map by studying the legend.	3. ELL.9-12.V.A.7
4. Utilize the scale to estimate distances between places shown on a map.	4. ELL.9-12.V.A.7
5. Locate a place by correctly utilizing latitude and longitude.	5. ELL.9-12.V.A.7
6. Use a compass rose to determine the direction on a map.	6. ELL.9-12.V.A.7
7. Interpret colors and symbols on maps to try to identify a pattern.	7. ELL.9-12.V.A.7
8. Map major landforms in the United States and around the world.	8. ELL.9-12.V.A.7
9. Discuss how people are connected to each other and the environment.	9. ELL.9-12.L.A.2
10. Obtain geographic information from a variety of print and electronic resources.	10. WHST.9-10.8
11. Utilize basic terminology to describe simple physical and cultural features of continents studied.	11. ELL.9-12.S.C.1
12. Locate major political and physical features of the United States and the world.	12. ELL.9-12.V.A.7
13. Define religion.	13. 6.1.12.D.14.e
14. Characterize major religions of the world.	14. 6.1.12.D.14.e
15. Locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, Buddhism, Christianity and Islam.	15. ELL.9-12.V.A.7
16. Identify key characteristics of each world religion	16. 6.1.12.D.14.e
17. Create a comparison chart of major world religions.	17. 6.1.12.D.14.e
18. Compose an essay comparing two major world religions.	18. WHST.9-10.1a
19. Interpret primary source documents related to major world texts, including: the <i>Bible</i> , <i>Torah</i> , <i>Qur’an</i> , and the <i>Vedas</i> .	19. RH.9-10.2

**Inter-Disciplinary Connections:**

**Math**—Examine the world population’s religious affiliations and determine what percentage of the world population each religion that is studied represents. Computation of scale utilizing legends on maps.

**Language Arts Literacy**—Read and comprehend text independently from sections of AGS: World History related to geography and religion.

**Art**—Explore statues, paintings, and other pieces of art related to world religions, such as statues of Buddha or *The Last Supper* by DaVinci.

**Technology**—Utilize “Facts of File” to complete a chart comparing the name of deity, founder, holy book and basic beliefs of each religion. Utilize Google earth to explore land formations.

**Students will engage with the following text:**

AGS: *World History*  
 Excerpts from the: *Vedas*, *the Bible*, *the Qur’an*, and the *Torah*  
 “Facts on File” articles related to Major World Religions  
 Excerpts on each religion from teaching resource, *World Religions*

**Suggested Accommodations/Modifications for Reading:**

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; allow use of translator.

**Students will write:**

**Cornell Notes:** on characteristics of climate.

**Primary Source Document Responses:** to the Vedas as well as excerpts from the *Qur'an*.

**Foldable/Graphic Organizers:** on the rituals, workshop practices, sects, and prayers of Islam.

**Reflective Journal entry:** on how in one's home country the interaction of geography and culture is present.

**Opinion essay:** on why religion is still important in the modern world.

**Timed writing assignment:** through an explanatory essay comparing two world religions incorporating facts gathered in this unit that includes an introduction and maintains a formal style.

**Picture Prompts:** from natural disasters, such as the Hurricane in Haiti in 2008.

**Persuasive Letters:** to encourage classmates to be respectful of the environment.

**Writers Notebook:** on religious tolerance or intolerance that they have witnessed or experience. |

**Suggested Accommodations/Modifications for Writing:**

Provide students with guided Cornell notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers including a persuasive essay graphic organizer to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer's notebook, writing prompts and journal entries; for picture prompt assignment, provide a graphic organizer that has the first 2 blocks filled in to guide student in the right direction; provide MLA format worksheet; allow use of translator.

### PART III: TRANSFER OF KNOWLEDGE AND SKILLS

#### DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

**Warm-up /Bell Ringer:** define geography terminology.

**Direct Class Lecture:** on the emergence of Buddhism.

**Cornell Notes:** on the origins of Christianity.

**Content Vocabulary:** legend, latitude, longitude, circa, hemisphere, continent, climate, political map, physical map, tropic of cancer, tropic of Capricorn, equator, prime meridian, ritual, *Torah*, Noble Eightfold Path, crucifixion, and Ka'aba.

**Map Activity:** illustrating religious affiliations on the different continents.

**Small-group cooperative learning:** in which small groups will utilize published posters on the different religions with teacher directed questions to lead inquiry.

**Research:** utilizing "Facts of File" to complete a chart comparing the name of deity, founder, holy book and basic beliefs of each religion.

**Analysis of primary sources:** including responses to the *Vedas* as well as excerpts from the *Qur'an*.

**Suggested Videos:** United Streaming's *Judaism: Sacred Symbols and Rituals* and selections from *Jerusalem: Center of the World*.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

Quizzes, Homework, Participation, Discussion, Written responses, Mini-projects, Writer's notebook/journal entries

\*these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing

### Accommodations/Modifications:

ELL teachers may modify formative assessments as per the individual students' level; extra time; preferential seating; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support; use of translator.

### Summative Assessments:

Possible benchmarks including essay and objective components.

\*these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating

### Accommodations/Modifications:

Extra time; preferential seating; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; use of translator.

### Performance Assessments:

Create a Microsoft Publisher Brochure on the followers, name of deity, founder, holy book, leadership, and basic beliefs of one of the major world religions.

\*these assessments will mostly utilize: Analyzing, Evaluating, and Creating.

### Accommodations/Modifications:

Extra time; preferential seating; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; use of translator.

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> World History ESL Unit 2 Renaissance &amp; Reformation</p>	<p><b>Unit Summary:</b> The purpose of this unit is to provide an introduction to Renaissance and Reformation idea of change. The Italian Renaissance was a rebirth of learning that produced many great works of art and literature. Spanning two centuries, the Renaissance emphasized secularism, awareness of ties to the ancient Greek and Roman worlds, and the ability of the individual. Renaissance art and literature still influence modern thought and art today. During the second half of the fifteenth century, people began to desire meaningful religious expression and the Reformation began and spread through Europe. Specifically, Martin Luther sought to reform practices in the Catholic Church that he believed were wrong. As Protestant reformers divided over beliefs, the Catholic Church made reforms, such as the development of Catholic schools. The Protestant Reformation led to one-fifth of the Christians in the world today to be Protestant.</p>
<p><b>Grade Level(s):</b> 9-12</p>	
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>How did principle ideas of the Renaissance alter political thought in Europe?</li> <li>How did geography influence the Renaissance?</li> <li>What divisions of Europeans emerged during the Renaissance and Reformation periods?</li> <li>How did the Renaissance influence modern banking?</li> <li>What effects came about from new technologies developed during this period?</li> <li>What impact did Renaissance Art have?</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>Rationalism, secularism, tolerance, empiricism, natural rights, contractual government, promotion by merit, and new theories of education altered political thought in Europe as a result of the Renaissance.</li> <li>The geographic location of Italian city-states allowed for it to first develop in Italy and spread throughout Europe. Italian city-states were in a prime location. Their location on the Mediterranean Sea put them in a position to receive Asian goods from Arabs traders.</li> <li>Christianity divided into groups of those who remained Catholic and those that became Protestant.</li> <li>As a result of increased wealth, the Medici family introduced new banking methods that have influenced financial systems in the modern world.</li> <li>Society progresses through conflict and innovations. As early humanists gather ideas were exchanged. The invention of the printing press allowed for more ideas to be exchanged.</li> <li>Renaissance art portrays the beauty and individuality of human figures in a realistic manner and has influenced modern artists.</li> </ol>



## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS or</u>
<ol style="list-style-type: none"> <li>1. Connect the Renaissance in Europe to advancement made in the Middle East.</li> <li>2. Explain why historians use the term Renaissance for this period.</li> <li>3. Identify major figures from the Renaissance and their contributions to the time period.</li> <li>4. Provide examples of how the Printing Press shaped European society.</li> <li>5. Relate the geographical location of Italian city-states to the fact that Italy was the center of the Renaissance.</li> <li>6. Trace how Renaissance characteristics to the emergence of the Reformation.</li> <li>7. Map the spread of the Renaissance to England, Germany, Spain, and France.</li> <li>8. List ideas and examples encouraged by the Renaissance.</li> <li>9. Describe the accomplishments of major Italian artists.</li> <li>10. Analyze and interpret primary source documents of the major literary figures/works of the period, including: William Shakespeare, Geoffrey Chaucer, Miguel de Cervantes and Machiavelli.</li> <li>11. Identify the major styles, techniques, themes and trends associated with Renaissance art.</li> <li>12. Research a Renaissance artist and present findings on artist through a detailed poster.</li> <li>13. Chronicle events related to the Protestant Reformation.</li> <li>14. Outline the reason Henry VIII created the Church of England.</li> <li>15. Infer the disagreements Luther had with the Catholic Church.</li> <li>16. Determine the Tudor response to religious conflicts in 16<sup>th</sup> Century England.</li> <li>17. Chronicle the Catholic Reformation with a focus on the Council of Trent, the formation of the Jesuits, and the religious divisions that emerged in Europe.</li> <li>18. Compare and contrast the beliefs of the Catholic Church against those of the new Protestant sects, and recognize how they spread through Europe.</li> <li>19. Understand the development of modern banking systems in Europe and their impact on the world.</li> <li>20. Examine how new ideas affected art of this period.</li> <li>21. Determine the factors that led to the Reformation and the impact on European politics; including Henry VIII Act of Supremacy.</li> </ol>	<p><b><u>ELPS</u></b></p> <ol style="list-style-type: none"> <li>1. 6.2.12.D.2.c</li> <li>2. 6.2.12.D.2.a, 6.2.12.D.2.c</li> <li>3. 6.2.12.D.2.e, 6.2.12.D.2.d</li> <li>4. 6.2.12.B.2.a</li> <li>5. 6.2.12.B.2.b</li> <li>6. 6.2.12.B.2.b</li> <li>7. 6.2.12.B.2.a</li> <li>8. ELL.9-12.R.G.9</li> <li>9. 6.2.12.D.2.a</li> <li>10. RH.9-10.1</li> <li>11. ELL.9-12.R.G.4</li> <li>12. WHST.9-10.7</li> <li>13. 6.2.12.D.2.b</li> <li>14. ELL.9-12.W.A.6</li> <li>15. RH.9-10.1</li> <li>16. 6.2.12.C.2.a</li> <li>17. 6.2.12.B.2.b</li> <li>18. RH.9-10.6</li> <li>19. 6.2.12.C.2.a</li> <li>20. 6.2.12.D.4.k</li> <li>21. 6.2.12.D.2.b</li> </ol>

### **Inter-Disciplinary Connections:**

**Language Arts Literacy**—Reading and responding to excerpts from “The Prince” by Machiavelli. Write a poem in 2012 vernacular. Read and analyze #1-10 of Luther’s “95 Thesis”

**Art** –Analyze Renaissance masterpieces. Discuss pictures of the Louvre. Study “Mona Lisa” and “The Last Supper.” Analyze Raphael’s piece, “The School of Athens” and explain how it reflects the Renaissance. Design a Renaissance mural. Analyze the “Patronage of the Medici Family” and explain how this reflects the popularity of the family. Describe what you see in picture that tells about the family.

**Technology**—Explain what the Gutenberg’s Press was and what impact the invention had on society. PowerPoint/Prezis for presentations for note taking. Submit analysis of art on turnitin.com. Take virtual online tours of museums, such as the Louve that display Renaissance Art.

### **Students will engage with the following text:**

AGS: *World History*

Shakespeare, excerpts of various plays, such as *Romeo and Juliet*

Chaucer, excerpts from *The Canterbury Tales*

Martin Luther, excerpts from *Ninety-Five Theses*

Cervantes, excerpts from *Don Quixote*

### **Students will write:**

**Cornell Notes:** on Renaissance and its origins

**Primary Source Document Responses:** on comparing and contrasting the art work of *Merode Altarpiece* by Robert Campin to *Marriage of the Virgin* by Raphael, Dante's *Divine Comedy*, vernacular is key, Michelangelo's *David and God Creates Adam*, Leonardo Da Vinci: *Mona Lisa*, *The Last Supper* and pen and ink drawings, *Merode Altarpiece* by Robert Campin and the *Marriage of the Virgin* by Raphael.

**Foldables/Graphic Organizers:** analyzing how the Renaissance and Reformation affected various parts of Europe, which are then recorded in a "Layered-Look Book."

**Reflective Journal entry:** on why writing in the vernacular is important to writers.

**Opinion essay:** on if religion matters more or less today than it did during the time of the Reformation.

**Timed writing assignment:** on how Luther's fight changed history.

**Picture Prompts:** comparing and contrasting the Dome of St. Peter's Basilica and the U.S. Capitol dome.

**Persuasive Letters:** to the Medici family asking for them to be your patron.

**Writers Notebook:** on some modern day Renaissance men and women.

### **Suggested Accommodations/Modifications for Writing:**

Provide students with guided Cornell notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers including a persuasive essay graphic organizer to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer's notebook, writing prompts and journal entries; for picture prompt assignment, provide a graphic organizer that has the first 2 blocks filled in to guide student in the right direction; provide MLA format worksheet; use of translator.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills.**

**Warm-up /Bell Ringer:** key vocabulary review, including: patron, perspective, printing press.

**Direct Class Lecture:** introducing what Renaissance means and how it reflected this time period in Europe.  
Instruction on the creation of murals that reflect the Renaissance.

**Cornell Notes:** on ideas and art of the Renaissance and the Protestant Reformation.

**Content Vocabulary:** crossword-Renaissance and Reformation terms, 1350-1600.

**Map Activity:** map of Europe –define boundaries and trading hubs.

**Small-group cooperative learning:** compare Cornell Notes on the Protestant Reformation.

**Research:** which artist more closely defines the Renaissance (provide examples).

#### **Analysis of primary sources:**

--St. Peter's Basilica

--The School of Athens by Raphael

--Mona Lisa, Leonardo Da Vinci

--David and God Creates Adam, Michelangelo

--*Ninety-Five Theses*, Martin Luther

#### **Suggested Videos:**

--*United Streaming* videos: "1350-1550 Italian Intellectuals and Human Achievement"

--*The Other Boleyn Girl*

--Schellenger's : *Luther*

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### **Formative Assessments:**

Quizzes, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries.

\*these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing

### **Accommodations/Modifications:**

ELL teachers will modify formative assessments as per the individual students' level; extra time; preferential seating; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support; use of translator.

### **Summative Assessments:**

Possible benchmarks including essay and objective components.

\*these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating

### **Accommodations/Modifications:**

Extra time; preferential seating; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support; use of translator.

### **Performance Assessments:**

In-class Museum/Art Gallery, Renaissance Re-Creation Project.

\*these assessments will mostly utilize: Analyzing, Evaluating, and Creating.

### **Accommodations/Modifications:**

Extra time; preferential seating; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support ; use of translator.

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> World History ELL Unit 3 Exploration &amp; Absolutism</p>	<p><b>Unit Summary:</b> Economics fueled the age of exploration, and the consequences included worldwide interaction among people of many cultures. The voyages of Columbus promoted a worldwide exchange of everything from religious and political ideas to new foods and plants. The vast wealth brought from colonizing the Americas sealed the fate of millions of Native Americans and Africans who were forced to work in mines and on plantations.</p>
<p><b>Grade Level(s):</b> 9-12</p>	<p>In Europe, as feudalism declined, stronger national kingdoms emerged under the control of absolute rulers. Absolute rulers wanted to control their countries' economies so that they could free themselves from limitations imposed by the nobility. Specifically, in France, Louis XIV's unrestrained spending left his country with huge debts while in Great Britain, Parliament and the British people challenged the monarch's authority.</p> <p>The purpose of this unit is to help students understand some of the reasons for exploration and how it was an important step toward the global interaction existing in the world today. Also, help students imagine what life would be like for people who lived during a time religious and economic instability under an absolute leader.</p>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What major changes in world political boundaries developed between 1450 and 1770?</li> <li>2. What factors influenced the success of European settlement in the New World?</li> <li>3. What trade routes developed following exploration?</li> <li>4. In what ways do European nations prosper through exploration in the 15<sup>th</sup> Century?</li> <li>5. How did European expansion and the slave trade affect the people in Africa?</li> <li>6. How do different</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. European political and military control expanded national boundaries in Africa, Asia, and the Americas by the mid-18th century.</li> <li>2. Natural resources, climate, and topography influenced European exploration, colonization, and settlement patterns. Essential commodities (e.g., sugar, cotton) from Asia to Europe to America began to be traded, which had effects on both economic and social effects on both continents.</li> <li>3. Europeans started exploring the world in the 1400s, and several nations experienced economic heights through worldwide trade.</li> <li>4. European nations prospered though obtain resources, wealth and peoples of their colonies. European nations acquire territories, wealth, and power during this time which leads to future empire conflicts.</li> <li>5. The European Slave Trade had major impacts on both the European societies and the colonized countries/nations. Europeans exploited newly found lands for resources and raw materials. Colonization tore apart civilizations and societies often times forcing rival tribes to live together. The Slave trade exposed nations to new diseases that devastated many peoples. As a result of the Slave Trade West Africa saw a major decline in population. Expansion and the slave trade brutally victimized Africans.</li> <li>6. Colonies allowed for Mercantilism. A nation's wealth depended on a large supply of bullion or gold and silver would be obtain through colonization. Economic systems of the imperial nations would grow with an increase of natural resources and new markets.</li> <li>7. Absolute monarchs imposed his or her own desires and goals for good or ill.</li> </ol>

<p>economic systems vary in their toleration and encouragement of change?</p> <p>7. What affect did the exercise of absolute power have on a nation?</p> <p>8. How are governments created, structured, maintained, and changed?</p>	<p>Social, economic, and religious conflicts place caused by absolute monarchs place hardships on the people, cause bitterness, and led to war.</p> <p>8. Governments were created through a belief in a nature process in which natural leaders will rise up in a society. Structure of governments came through the governed or the leader. Ideals adopted through divine right and throne inheritance also gave birth to new leaders.</p>
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## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS or</u>
<ol style="list-style-type: none"> <li>1. Determine the factors that encouraged European exploration.</li> <li>2. Map routes early explorers followed.</li> <li>3. Explain how new inventions and technologies in European culture assisted in the Age of Exploration.</li> <li>4. Analyze the impact of exploration, colonization, and trade on Africa, Asia, North and South America.</li> <li>5. Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</li> <li>6. Describe the expanding European presence in Africa.</li> <li>7. Map the transatlantic slave trade.</li> <li>8. Discuss how slaves were brought to the Americas and the conditions in which they lived.</li> <li>9. Hypothesize how the American, Spanish, and Portuguese colonies would have been without the introduction of slaves.</li> <li>10. Assess the impact of the Columbian exchange on Europeans and Native Americans.</li> <li>11. Discuss modern methods of exploring including undersea exploration, space exploration, and experiments to find cures for diseases.</li> <li>12. Assess the role of natural resources and climate in European exploration, colonization, and settlement patterns.</li> <li>13. Define absolute monarchy.</li> <li>14. Explain Divine Right.</li> <li>15. Chronicle the rise of Spain and the rulings of Isabella, Charles V, and Phillip II.</li> <li>16. Evaluate how Henry IV reformed and rebuilt France after the wars of religion.</li> <li>17. Argue the appropriateness of the name the “Sun King” for Louis XIV.</li> <li>18. Explain the relationship between Parliament and the English monarchy.</li> <li>19. Compare the American and English Bill of Rights.</li> <li>20. Explain how European nations tried to maintain a balance of power.</li> <li>21. Examine how Peter the Great tried to make Russia a modern state.</li> </ol>	<p><b><u>ELPS</u></b></p> <ol style="list-style-type: none"> <li>1. 6.2.12.A.1.a</li> <li>2. ELL.9-12.V.A.7</li> <li>3. 6.2.12.C.1.e, RH.9-10.3</li> <li>4. 6.2.12.C.1.d, 6.2.12.C.1.b</li> <li>5. 6.2.12.C.1.c</li> <li>6. 6.2.12.D.1.b</li> <li>7. ELL.9-12.V.A.7</li> <li>8. ELL.9-12.S.A.4</li> <li>9. 6.2.12.D.1.c, 6.2.12.D.1.e</li> <li>10. 6.2.12.D.1.a</li> <li>11. ELL.9-12.S.A.4</li> <li>12. 6.2.12.B.1.b</li> <li>13. ELL.9-12.R.F.5</li> <li>14. ELL.9-12.S.C.1</li> <li>15. 6.2.12.A.2.c</li> <li>16. 6.2.12.A.2.c</li> <li>17. WHST.9-10.1b</li> <li>18. 6.2.12.A.2.c</li> <li>19. 6.2.12.A.2.c</li> <li>20. 6.2.12.A.2.a</li> <li>21. 6.2.12.A.2.a</li> </ol>

### **Inter-Disciplinary Connections:**

**Language Arts Literacy**—Gathering information and research related to Exploration and Absolutism. Reading and responding to primary and secondary resources and determining the main ideas.

**Art**—Examine maps from the time as a piece of art.

**Technology**—Utilize turnitin.com to submit documents. Research with LMC databases. Create a Facebook page for two explorers. Create a Twitter thread between 2 or three explorers.

**Economics**—Determine the factors that go into joint-stock companies. Discuss new banking systems with the Medici and relate to today. Relate the use of bullion and balance of trades to today.

**Math**—Discuss the significance of cartography. Recognize the use of the astrolabe and mathematical calculations to navigate even today and relate to global positioning systems students use today.

### **Students will engage with the following text:**

*AGS: World History*

Excerpts from “Meeting the Sun King”

Excerpts from Jacques-Benigne Bossuet, “On the Divine Right of Kings”

#### **Suggested Accommodations/Modifications for Writing:**

Provide students with guided Cornell notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers including a persuasive essay graphic organizer to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer’s notebook, writing prompts and journal entries; for picture prompt assignment, provide a graphic organizer that has the first 2 blocks filled in to guide student in the right direction; provide MLA format worksheet; use of translator.

### **Students will write:**

**Cornell Notes:** on the motives for Exploration

**Think-pair-share notes:** on the Atlantic Slave Trade

**Primary Source Document Responses:** on how merchants protect themselves against losses.

**Foldable:** on exploration, slave trade and colonial Latin America on quarter sheets of paper.

**Trading Cards:** on different explorers.

**Reflective Journal entry:** on what would you rather have been at the time: king/queen or explorer and why.

**Opinion essay:** on whether a need justifies slavery.

**Timed writing assignment:** on the causes and effects of slavery.

**Picture Prompts:** on “The Encomienda System” and how it resembles feudalism?

**Persuasive Letters:** to the king about why they should/should not colonize a certain region.

**Graphic organizers:** illustrating the triangular trade pattern.

**Reaction paper:** to Bernal Diaz, “The Conquest of New Spain.”

**Writers Notebook:** on what one would have seen along the way when traveling with Diaz.

**Map Activity:** determining the various explorers’ routes.



### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills.**

**Suggested Warm- up's:** create a Smart Board chart, fill one side with explorer names, the other side with destinations, and when students come in they slide the name next to destination.

**Content Vocabulary Crossword:** create a crossword puzzle using the chapter's key terms.

**Primary Document Analysis:**

--Bernal Diaz, The Conquest of New Spain, how does he describe Tenochtitlan?

--Examine the map by Cortes from 1524. Generalize about what the conquistador's impression of Tenochtitlan was. Hypothesize why it might have been built in the middle of a lake.

**Map Activity:** locate and label the Central and South America and the bodies of water and countries.

**Graphic Organizer:** summarize the political, social, and economic characteristics of colonial Latin America.

**Videos:**

--*United Streaming* "Columbus's Voyages"

--Scenes from *Amistad*

--Scenes from *Roots*

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### **Formative Assessments:**

Quizzes, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries

\*these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing

### **Accommodations/Modifications:**

ELL teacher will modify formative assessments as per the individual students' level; extra time; preferential seating; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support; use of translator.

### **Summative Assessments:**

Possible benchmarks including essay and objective component.

\*these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating

### **Accommodations/Modifications:**

Extra time; preferential seating; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support; use of translator.

### **Performance Assessments:**

Guess Who Project

Facebook/Twitter project

Genealogy Tree

Trading Card Project

\*these assessments will mostly utilize: Analyzing, Evaluating, and Creating.

### **Accommodations/Modifications:**

Extra time; preferential seating; re-takes; oral and written instruction; after-school support; supplementary readings to expand in-class activities; additional project choices; after-school support ; use of translator.

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> World History ESL Unit 4 Age of Enlightenment and Revolution</p>	<p><b>Unit Summary:</b> During the Scientific Revolution, astronomers questioned how the universe operates and shattered long-held views which opened up a new world of discovery. The thinkers of the Enlightenment challenged old ideas about power and authority. The Enlightenment led to a series of revolutions, political, economic, and cultural changes that have had a lasting impact. Enlightenment ideas spread through the Western world and profoundly influenced the arts and government. Economic and social inequalities caused the French Revolution. The Industrial Revolution spread quickly and paved the way for modern industrial societies. The factory system changed the way people lived and worked. The Scientific Revolution led to the development of the scientific method still in use today. The various freedoms enjoyed in many countries today are a result of Enlightenment thinking. An “enlightened” problem solving approach to government and society prevails in modern civilization today. Throughout history, economic and social inequalities have led peoples to revolt against their governments. Many less-developed countries are undergoing the difficult process of industrialization today. The Industrial Revolution set the stage for the growth of modern cities and a global economy.</p>
<p><b>Grade Level(s):</b> 9-12</p>	
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. How did the principle ideas of the Enlightenment alter political thought in Europe?</li> <li>2. Why is there political and social conflict?</li> <li>3. How much influence do individuals have in changing history?</li> <li>4. How did the Scientific Revolution affect the way humans saw themselves and their physical and spiritual worlds?</li> <li>5. How did revolutions influence political, social, and economic opportunities and rights?</li> <li>6. What relationships exist among the agricultural revolution, industrialization and population growth?</li> <li>7. How did revolutions in America and Europe influence independence movements in Latin</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. Rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education altered political thought in Europe.</li> <li>2. Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.</li> <li>3. Throughout history, economic and social inequalities have at times led certain peoples and groups to revolt against their governments.</li> <li>4. Questioning during the Scientific Revolution led to the development of the scientific method still in use today, which led to a new understanding of the physical and spiritual world.</li> <li>5. This period of Revolution led to political, economic and cultural changes that have had a lasting impact.</li> <li>6. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.</li> <li>7. The various freedoms enjoyed in many countries today are a result of Enlightenment thinking.</li> <li>8. In times of political turmoil, military dictators often seize control of nations.</li> <li>9. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.</li> </ol>

<p>America?</p> <p>8. How do governments respond to people's demands for self-government?</p> <p>9. How did industrialization and urbanization influence the daily lives of people?</p>	
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

**DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the NJCCCS or Common Core Standards that are applicable**

<u>Learning Target</u>	<u>NJCCCS or CCSS or ELPS</u>
1. Identify and explain the main ideas of the Enlightenment.	1. 6.2.12.A.2.a
2. Compare and contrast the political philosophies of: John Locke, Thomas Hobbes, Voltaire, Montesquieu, and Jean Jacques Rousseau.	2. 6.2.12.A.2.a
3. Explain the influence of the Enlightenment on the American Revolution.	3. 6.2.12.D.3.a
4. Give examples of how philosophies influenced future governments.	4. ELL.9-12.S.B.3
5. Define revolution.	5. ELL.9-12.R.F.5
6. Explain how new discoveries in astronomy changed the way people viewed the universe.	6. 6.2.12.C.3.d
7. Analyze the contributions that Newton and other scientists made to the Scientific Revolution.	7. 6.2.12.C.3.d
8. Give examples of how the Scientific Revolution affected how humans viewed themselves and their surrounding world.	8. 6.2.12.D.2.d, RH.9-10.9
9. Evaluate the new scientific method and how it developed.	9. 6.2.12.C.3.d
10. Interpret why religious authorities rejected findings of the scientific method.	10. 6.2.12.C.3.d
11. Describe the causes of the French Revolution.	11. 6.2.12.D.2.e
12. Explain the key events of the French Revolution.	12. 6.2.12.A.3.d
13. Examine what took place during the radical days of the French Revolution	13. 6.2.12.A.3.d
14. Explain the rise and fall of Napoleon.	14. 6.2.12.A.3.d
15. Explain the factors that made the Industrial Revolution possible.	15. 6.2.12.C.3.a, RH.9-10.1
16. Identify new inventions and their effects on industry.	16. 6.2.12.C.3.b
17. Characterize how the Industrial Revolution affected people's lives.	17. 6.2.12.B.3.b
18. Describe the factors leading to migration and urbanization during the Industrial Revolution.	18. 6.2.12.D.3.b
19. Research a world revolution that has occurred in recent modern history.	19. WHST.9-10.7

**Inter-Disciplinary Connections:**

**Math**—Charts regarding numbers killed during French Revolution and production increase during the Industrial Revolution.

**Language Arts Literacy**—Responding and analyzing primary source documents, such as excerpts of philosophies.

**Art**—Examining pieces of art from the time, such as Joseph Wright's *A Philosopher Giving a Lecture on the Orrery*.

**Science**—Creating your own invention project in attempting the experimentation of a new idea. (

**Students will engage with the following text:**

*AGS: World History*

Excerpts from Cardinal Bellarmine v. Galileo

Excerpts from *Discourse on Method*, Rene Descartes

Excerpts from *Essay Concerning Human Understanding*

Excerpts from “Another Bit from the Mining District”

**Suggested Accommodations/Modifications for Reading:**

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; provide reading graphic organizers with some pre-labeled sections to help students monitor their comprehension during independent readings; group students to reread the text with partners who can help explain difficult terms; provide a Pronunciation Guide to help students pronounce difficult words in this unit; interactive games, and online graphic organizers to help students review content; create mental model presentations and graphic organizers for important vocabulary terms and concepts; use of translator.

**Students will write:**

**Cornell Notes:** on social revolutions brought about by the Enlightenment and the Industrial Revolution

**Primary Source Document Responses:** on excerpts from Cardinal Bellarmine v. Galileo, from *Discourse on Method*, Rene Descartes, from *Essay Concerning Human Understanding*, and “Another Bit from the Mining District.”

**Opinion essay:** on what do you think is more important in the development of a child: nurture or nature.

**Timed writing assignment:** on why the Catholic Church Condemned Galileo’s work.

**Picture Prompt:** on “A dreadful shock to the nerve” political cartoon.

**Persuasive Letter:** to a fictional newspaper favoring or opposing the death penalty.

**Suggested Accommodations/Modifications for Writing:**

Provide students with guided notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer’s notebook, writing prompts and journal entries; use of translators.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

**Direct Class lecture:** -on how the scientific method is based on the ideas of Francis Bacon and Rene Descartes

**Cornell Notes:** on social revolutions brought about the Enlightenment and on the Industrial Revolution

**Debate:** on what is more important in the development of a child: nature or nurture.

#### **Analysis of primary sources:**

- Excerpts from Cardinal Bellarmine v. Galileo
- Excerpts from *Discourse on Method*, Rene Descartes
- Excerpts from "Another Bit from the Mining District"

#### **Movies:**

- Scenes from *Gulliver's Travels*
- Scenes from *Les Miserables*
- Scenes from *A Tale of Two Cities*

#### **Supplemental Handouts:**

- Causes of the French Revolution firework
- Napoleon Bonaparte cartoon graphic organizer
- Industries Expand graphic organizer
- Inventor/invention/importance chart

#### **Suggested Accommodations/Modifications for Assignments and Instruction:**

Provide list of LMC databases and codes on how to access these databases from home; provide students with list of approved web-sites close to their reading level to conduct research; provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; provide color coded maps and pre-label key areas of maps; create interactive SMARTBoard maps and content activities for students to interact with the SMARTBoard; create and provide template for foldable study organizers that will help students review vocabulary terms and main ideas; use of translator; provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



### **Formative Assessments:**

Quizzes, Tests, Biographies, Homework, Participation, Discussion, Written responses, Mini-projects, Writer's notebook/journal entries

\*these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing

### **Accommodations/Modifications:**

Provide opportunities for hands-on and technology assessments; students may write directly on test instead of using scantron sheets; divide formative assessments into sections with clear and specific directions than can be read orally to students, reduced number of open-ended questions; provide shorter primary source readings at student's reading level if possible; highlight, underline, or bold key terms; grade content rather than mechanics; provide graphic organizer and writing checklist for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page; use of translator; provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

### **Summative Assessments:**

Possible benchmarks that would include multiple choice questions and writing responses.

\*these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing

### **Accommodations/Modifications:**

Allow students to write directly on test instead of filling in bubbles on scantron; provide color coded maps; allow student to finish after school with special education teacher; provide oral instructions; provide writer's checklist and graphic organizer for essay portion; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessment into portions; reduced number of open-ended questions; provide shorter primary source readings at student's reading level; increase spacing to reduce visual clutter; put fewer question on each page; use of translator;

### **Performance Assessments:**

French Revolution Class Re-enactment to recall events and place oneself in that time period. 3-D model of either Kepler, Copernicus, or Ptolemy's vision of the solar system to visualize the new ideas on the universe of the time period. Create Your Own Invention - Industrial Revolution Project to express creativity by creating an original invention, or by improving upon an existing one. Student also will describe its parts and how it will impact society

\*these assessments will mostly utilize: Analyzing, Evaluating, and Creating.

**Accommodations/Modifications:**

Provide alternate choices for projects to fit learning style and skills of student; provide students with simple rubrics and planning graphic organizer tailored to project guidelines; rubric should clearly outline expectations and due dates; read rubric to students orally and check for understanding; use of translator; rubric should have a section for student to monitor their progress during the project with a parent check off; show examples of student projects and rubrics that received As & Bs; allow extra time if necessary while providing small group help after school; break project down into smaller chunks appropriate for each individual student's needs; provide materials to create 3-D Model and Invention projects; provide simple and clear rubric for oral presentation; allow student to work with an advanced learner during oral presentations and Re-enactments.



# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> World History ESL Unit 5 Imperialism</p>	<p><b>Unit Summary:</b> Industrialization increased the need for raw materials and new markets. Western imperialists were driven by this need as they looked for colonies to acquire. During the 19<sup>th</sup> and 20<sup>th</sup> centuries, Western powers divided Africa, colonized large areas of Asia and seized territories from Muslim states with little concern about how their actions would affect the people. Today, African national continue to feel the effects of the colonial presence. Many former colonies have political problems that are the result of imperialism. Political events are still influenced by actions from the imperialistic period. Southeast Asian independence struggles in the 20<sup>th</sup> century have their roots in the period of imperialism.</p>
<p><b>Grade Level(s):</b> 9-12</p>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. Imperialism was motivated by European nations need to extend power of other nations and gain control of natural resources. Great Britain's Industrial Revolution also created a need for more resources and markets. Additionally, global competition for resources and markets created a race for different nations to colonize.</li> <li>2. The Industrial Revolution of Great Britain created a heightened need and push for global markets and new resources. Consequently, a sense of nationalism and a thirst for control and power made colonizing an obsession for many European nations.</li> <li>3. Imperialism and colonialism had a lasting impact on both the colonies and the "mother countries." Mother countries or the colonizing countries, implemented either direct or indirect rule over their newly acquired territories. Economics within the colonies changed as there was a stress to develop industries of their own and stress exports of raw materials. Imperialistic nations forced different ethnic group to work and live together which cause racial tension between different groups.</li> <li>4. Colonizing Africa became a main priority for many nations. The scramble was caused by Nationalism and the need for raw materials and the expansion of new markets.</li> <li>5. Claiming South Africa was important because of the need to discover a water route from inside the continent to the ocean.</li> </ol>
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. What were the motives behind imperialism?</li> <li>2. What impact did the Industrial Revolution of Great Britain have on Colonial takeover?</li> <li>3. What impact did imperialism and colonialism have on colonized regions?</li> <li>4. Why did colonizing Africa become such a priority for some nations?</li> <li>5. Why was claiming South Africa so important?</li> </ol>	

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS or</u>
<ol style="list-style-type: none"> <li>1. Define imperialism.</li> <li>2. Chart mother countries and colonies that were controlled.</li> <li>3. Visualize through political cartoons the need for various European nations to spread their power.</li> <li>4. Recognize that the Industrial Revolution created a need for more raw materials.</li> <li>5. Interpret charts on how various nations competed for global resources and markets.</li> <li>6. Map examples of imperialism between 1840 and 1914.</li> <li>7. Research examples of how imperialism has had a lasting impact on a region still today.</li> <li>8. Analyze the motives that led Europeans nations, Japan, and the United States to expand their imperialistic practices in Africa and Asia.</li> <li>9. Assess the impact of imperialism by comparing and contrasting the political boundaries of the world from 1815-1914.</li> <li>10. Relate the role of geography to the spread of independence movements in Latin America.</li> <li>11. Correlate the interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</li> <li>12. Assess the impact of imperialism on economic development in Africa and Asia.</li> <li>13. Analyze the extent to which racism was both a cause and consequence of imperialism.</li> <li>14. Evaluate the impact of imperialism from multiple perspectives.</li> <li>15. Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.</li> </ol>	<p><u>ELPS</u></p> <ol style="list-style-type: none"> <li>1. ELL.9-12.S.C.1</li> <li>2. ELL.9-12.W.A.6</li> <li>3. 6.2.12.A.3.a</li> <li>4. 6.2.12.C.3.b 6.2.12.A.3.d RH.9-10.3</li> <li>5. 6.2.12.A.d</li> <li>6. ELL.9-12.V.A.7</li> <li>7. WHST.9-10.8</li> <li>8. 6.2.12.A.3.g</li> <li>9. 6.2.12.B.3.a</li> <li>10. 6.2.12.B.3.c</li> <li>11. 6.2.12.C.3.b</li> <li>12. 6.2.12.C.3.e</li> <li>13. 6.2.12.D.3.d</li> <li>14. 6.2.12.D.3.d</li> <li>15. 6.2.12.D.3.e, WHST.9-10.1</li> </ol>

### Inter-Disciplinary Connections:

**Language Arts Literacy**—Analysis of excerpt from Lord Byron, *The Prisoner of Chillon*.

**Art**—Interpret art work, such as *Place de la Bastille 1848*

**Technology**—Take virtual tours online of locations discussed in class, such as the Suez Canal. Students may type responses on turnitin.com.

**Economics**—Connect major exports of certain regions and research what their major exports are today.

**Science**—Research what natural resources were desirable in certain areas and where they were plentiful.

### **Students will engage with the following text:**

AGS: World History

Excerpts from “The White Man’s Burden,” Rudyard Kipling

Excerpts from “The Black Man’s Burden,” Edward Morel

Excerpts from *The Imperialism Reader*, Louis L. Snyder

Excerpts from *A New History of India*, Stanley Wolpert

### **Suggested Accommodations/Modifications for Reading:**

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; group students to reread the text with partners who can help explain difficult terms; provide a Pronunciation Guide to help students pronounce difficult words in this unit; create mental model presentations and graphic organizers for important vocabulary terms and concept; use of translator.

### **Students will write:**

**Cornell Notes:** on the motivations for imperialism.

**Primary Source Document Responses:** on the “White Man’s Burden.

**Reflective Journal:** on what assistance political cartoons provide in understanding imperialism. Give examples from class.

**Opinion essay:** on if the benefits of imperialism outweigh the disadvantages

**Timed writing assignment:** on how India benefited from Imperialism.

**Picture Prompts:** on what feelings appear prominent in the painting by Eugene Delacroix, “Prisoner of Chillon.”

**Persuasive Letters:** on an un-colonized region of Africa and why your country should/should not colonize that region.

**Writers Notebook:** on your view on the various impacts of Imperialism

### **Suggested Accommodations/Modifications for Writing:**

Provide students with guided notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers including persuasive essay graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer’s notebook, writing prompts and journal entries; provide pre-made foldable notes templates including mental models; use of translator.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills.**

**Warm- up/Bell Ringer:** using CNN student news, find a current event that relates to imperialism today.

**Content Vocabulary:** complete an “own it” chart by filling in a vocabulary word, a reminding word, and draw a picture of what the word looks to you.

**Graphic Organizer:** summarizing the political, economic and social causes of Imperialism.

**Cornell Notes:** on empire building in Africa

**Suggested videos:** *United Streaming “Road to Imperialism”/coupled with Cornell Notes*

**Foldable:** on the leading colonizers and areas they colonized through a “Layered Look Book.”

**Map Activity:** on how the world’s control changed from 1815-1914. |

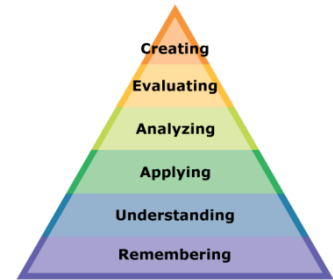
#### **Suggested Accommodations/Modifications for Assignments and Instruction:**

Provide list of LMC databases and codes on how to access these databases from home; provide students with list of approved web-sites close to their reading level to conduct research; provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; provide color coded maps and pre-label key areas of maps; create interactive SMARTBoard maps and content activities for students to interact with the SMART Board; create and provide template for foldable study organizers that will help students review vocabulary terms and main ideas; use of translator; provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

Quizzes, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries

\*these assessments will mostly utilize: Remembering, Understanding, Applying, and Analyzing

### Accommodations/Modifications:

Provide opportunities for hands-on and technology assessments; students may write directly on test instead of using scantron sheets; divide formative assessments into sections with clear and specific directions than can be read orally to students, reduced number of open-ended questions; provide shorter primary source readings at student's reading level if possible; highlight, underline, or bold key terms; grade content rather than mechanics; provide graphic organizer and writing checklist for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page; use of translator; provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

### Summative Assessments:

Possible benchmarks including essay and objective components.

\*these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating

### Accommodations/Modifications:

Allow students to write directly on test instead of filling in bubbles on scantron; provide color coded maps; allow student to finish after school with special education teacher; provide oral instructions; provide writer's checklist and graphic organizer for essay portion; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessment into portions; reduced number of open-ended questions; provide shorter primary source readings at student's reading level; increase spacing to reduce visual clutter; put fewer question on each page; use of translator;

### Performance Assessments:

Guess Who Project

Trading Card Project

\*these assessments will mostly utilize: Analyzing, Evaluating, and Creating.

**Accommodations/Modifications:**

Provide alternate choices for projects to fit learning style and skills of student such as creating an original piece of art, a model, writing and performing a skit or producing a video. Provide students with simple rubrics and planning graphic organizer tailored to project guidelines. Rubric should clearly outline expectations and due dates. Read rubric to students orally and check for understanding. Rubric should have a section for student to monitor their progress during the project with a parent check off. Show examples of student projects and rubrics that received As & Bs, etc. Allow extra time if necessary while providing small group help after school. Break project down into smaller chunks appropriate for each individual student's needs. Use of translator.

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> World History ESL Unit 6 World War I &amp; Interwar Years</p>	<p><b>Unit Summary:</b> Throughout the 19<sup>th</sup> Century, rivalries between European countries had been building up and intensifying. The causes of these rivalries imperialism in Africa and Asia, rises in industrialization, deep senses of pride growing among nationalities and ethnic groups, and the increase of importance on military strength. As the major powers in Europe sought to acquire new markets and to establish and expand their global empires, competition grew keener. Despite economic prosperity by most of Europe and a belief that the world was improving steadily, in 1914, the assassination of the Arch Duke of Austria-Hungary set into motion the diplomatic moves that ended in the first war of its kind. The war ends with the signing of the Treaty of Versailles; created to maintain peace, restore the governments and economies of Europe and the rest of the world, and ultimately blame Germany for the war.</p>
<p><b>Grade Level(s):</b> 9-12</p>	<p>Following WWI, major European countries such as Germany and Italy search for better leadership to help them through the hardships of a struggling global economy and the resulting conditions from the Treaty of Versailles. Meanwhile, in Russia following a successful Communist revolution, leaders V.I. Lenin and Josef Stalin attempt to bring Russia more power and prosperity through a series of policies which progressively allowed them to seize complete control of the country. With the rise of dictatorships across Europe and the growing acts of aggression by these countries to further expand their empires, WWII became increasingly unavoidable.</p>
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. How did nationalism, industrialization, imperialism, and other worldwide interaction lead to WWI?</li> <li>2. What impact did policies of different European colonizers have on indigenous societies?</li> <li>3. Why did fascism and communism spread in Europe and Asia?</li> <li>4. How did geography impact WWI strategies?</li> <li>5. How did the Great</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. Nationalism, Industrialization, Imperialism, Militarism, and an Alliance system throughout Europe in the late nineteenth century lead to the start of WWI in 1914.</li> <li>2. European governmental policies restricted power within the local societies, denying them self-rule, and inhibiting their ability to succeed as modern countries upon gaining independence.</li> <li>3. Economic struggle during the global depression allowed Fascist and Communist leaders to raise through the government systems to power.</li> <li>4. Locations of allied countries, trenches, and access to natural resources all impacted WWI strategies.</li> <li>5. Economic policies were developed through Roosevelt’s New Deal to alleviate pressure from the struggling classes in America.</li> <li>6. The Treaty of Versailles left the German government humiliated and angered because of the “War Guilt Clause” and the reparations they were responsible for paying the Allied countries.</li> </ol>

<p>Depression impact the US government?</p> <ol style="list-style-type: none"><li>6. What was the impact of the Treaty of Versailles on European nations?</li><li>7. How did the countries of Europe respond to Hitler's expansion?</li><li>8. How did nationalism and propaganda help to mobilize civilian populations during "total war?"</li><li>9. How did ideologies change in countries around the world during this time?</li></ol>	<ol style="list-style-type: none"><li>7. Hitler's expansion in Europe was met with a policy of appeasement by the French and British governments; eventually ending with the signing of the Munich Pact and the invasion of Poland.</li><li>8. Governments introduced propaganda methods to increase patriotism, recruitment, and morale.</li><li>9. Ideologies of countries focused their efforts on creating policies to deal with the effects of the depression, world wars, and nationalistic uprisings.</li></ol>
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

**DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the NJCCCS or Common Core Standards that are applicable**

<u>Learning Target</u>	<u>NJCCCS or CCSS or</u>
1. Summarize the causes, events, and effects of World War I.	<b>ELPS</b>
2. List the countries that made up the Triple Alliance and the Triple Entente.	1.6.1.12.B.4.a
3. Explain how nationalism contributed to unrest in the Balkans leading to WWI.	2.6.1.12.B.4.a
4. Describe the reaction to Austria’s declaration of war.	3.6.1.12.A.3.g
5. Summarize military events on the Western front.	4.6.1.12.D.4.a
6. Locate major battles and the eastern and western fronts on a map	5.6.1.12.C.4.c
7. Explain the contribution of aviation to the course of World War I.	6.6.1.12.C.4.c
8. Summarize the Allies’ push to victory.	7.6.1.12.C.4.d
9. Determine the individual goals of the Big Four powers at the peace conferences following the war.	8. 6.1.12.C.4.b
10. Explain the effects of the war.	9. ELL.9-12.V.C.1
11. Compare the various views of World War I.	10. 6.1.12.D.4.d,
12. Compare maps of Europe before and after World War I.	WHST.9-10.2
13. Explain the effects of the Treaty of Versailles on Europe.	11. 6.1.12.D.4.b
14. Visualize trench fighting during WWI.	12. ELL.9-12.V.C.1
15. Summarize the Bolshevik Revolution and its outcome.	13. 6.1.12.D.4.d
16. Explain Lenin’s reforms and the rise of Stalin.	14. ELL.9-12.V.C.1
17. Describe Stalin’s goal of transforming the Soviet Union into a totalitarian state.	15. 6.1.12.D.4.c
18. Trace the nationalist activity in India.	16. 6.1.12.C.4.a,
19. Summarize Gandhi’s nonviolent tactics.	6.1.12.D.3.b
20. Analyze the economic, political, social, and scientific changes that brought the world to the brink of a second world war.	17. 6.1.12.C.4.a
21. Trace the events that led to the financial collapse of the U.S. economy.	18. 6.1.12.D.4.h,
22. List the worldwide effects of the Great Depression.	6.1.12.D.3.e
23. Describe Mussolini’s creation of a Fascist state in Italy.	19. 6.1.12.A.4.b,
24. Discuss the rise of Hitler, the Nazis, and extension of Hitler’s power.	6.1.12.D.5.b
25. Trace the moves of European Fascists in seeking world power.	20. 6.1.12.D.4.l
26. Summarize why British and French appeasement and American isolationism failed to stop Fascist aggression.	21. 6.1.12.C.4.a, RH.9-10.3
	22. 6.1.12.C.4.a
	23. 6.1.12.D.3.a
	24. 6.1.12.D.3.a
	25. 6.1.12.D.4.e
	26. 6.1.12.D.4.e

**Inter-Disciplinary Connections:**

**Language Arts Literacy**—Reading and responding to primary and secondary sources. Writing letters as soldiers/citizens during WWI. Create a WWI international food menu.

**Technology**—World War I Country Webquest. PowerPoint Propaganda poster explanation. Creation of Photostory on life during the Depression or the Rise of Dictators. Historic Facebook Page.

**Art** – Russian Revolution Egg project. WWI Propaganda Poster Re-creations.

**Math**—Analysis and interpretation of charts/graphs, such as: “Two Top Fighter Planes: A Comparison,” “World War I Statistics,” “Buildup of the Soviet Economy 1928-1938,” “Stock Prices 1925-1933,” “Unemployment Rate 1928-1938,” and “World Trade 1929-1933.” Timelines, such as: “Formation of the Two Major Alliance Systems,” or “Causes and Effects of Two Russian Revolutions 1917.”

**Students will engage with the following text:**

AGS: World History

Excerpts from Soldier and Civilian Correspondence Letters WWI

World War I Propaganda Posters (Communist policies, War Bonds, Women Working, etc.)

“Dulce et Decorum Est” regarding a gas attack

Excerpts from Sinking of the Lusitania news articles

Excerpts from “Death Comes to Sarajevo”

Excerpts from “The German Army Marches Through Brussels”

Woodrow Wilson quote on asking for a Declaration of War

“The Fourteen Points”

“The Treaty of Versailles”

Gandhi quote on Indian Home Rule

Gandhi’s philosophy on nonviolence

Excerpts from “The Origin of Nonviolence” quotes on joining movement for independence

Excerpts from Winston Churchill’s “Speech in the House of Commons”

**Suggested Accommodations/Modifications for Reading:**

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; provide reading graphic organizers with some pre-labeled sections to help students monitor their comprehension during independent readings; group students to reread the text with partners who can help explain difficult terms; provide a Pronunciation Guide to help students pronounce difficult words in this unit; create mental model presentations and graphic organizers for important vocabulary terms and concepts; use of translator.

**Students will write:**

**Cornell Notes:** on the introduction and importance of Trench Warfare on the Western Front.

**Primary Source Document Responses:** on Soldier and Civilian Correspondence Letters WWI, World War I Propaganda Posters (Communist policies, War Bonds, Women Working, etc.), “Dulce et Decorum Est” regarding a gas attack, Sinking of the Lusitania news articles, “Death Comes to Sarajevo,” “The German Army Marches Through Brussels,” “The Fourteen Points,” “The Treaty of Versailles,” Gandhi quote on Indian Home Rule, Gandhi’s philosophy on nonviolence, “The Origin of Nonviolence” quotes on joining movement for independence, Winston Churchill’s “Speech in the House of Commons.”

**Foldable:** on terms of the Treaty of Versailles.

**Reflective Journal entry:** on how the Treaty of Versailles created a hostile European atmosphere after WWI.

**Opinion essay:** on if there were more positive or negative impacts of World War I on the world?

**Timed writing assignment:** on why was Russia forced to leave the war in 1917.

**Persuasive Letter:** to the Russian czar as a concerned citizen regarding the deteriorating conditions in Russia and the drop in morale caused by the military’s major losses in the War.

**Writers Notebook:** entry describing the unrestricted submarine warfare attacks from a German U-boat captain’s perspective.

**Suggested Accommodations/Modifications for Writing:**

Provide students with guided notes or copies of notes; offer students extended time on timed writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer’s notebook, writing prompts and journal entries; use of translator.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

##### **How will students uncover content and build skills.**

**Direct Class lecture:** on the Great Depression and the global economies impacting the European social classes.

**Cornell Notes:** on the introduction and importance of trench warfare on the Western Front.

**Debates: Suggested topic:** on should the United States have entered the war prior to 1917.

##### **Analysis of primary sources:**

--World War I Propaganda Posters (Communist policies, War Bonds, Women Working, etc.)

-- “Dulce et Decorum Est” regarding a gas attack

--Excerpts from Sinking of the Lusitania news articles

--Excerpts from “Death Comes to Sarajevo”

--Excerpts from “The German Army Marches Through Brussels”

--Woodrow Wilson quote on asking for a Declaration of War

-- “The Fourteen Points”

-- “The Treaty of Versailles”

--Gandhi quote on Indian Home Rule

--Gandhi’s philosophy on nonviolence

--Excerpts from “The Origin of Nonviolence” quotes on joining movement for independence

--Excerpts from Winston Churchill’s “Speech in the House of Commons”

##### **Suggested Movies:**

--Scenes from *All Quiet on the Western Front*

--Scenes from *The Lost Battalion*

--*America the Story of US: Episode 8 Boom*

--*America the Story of US: Episode 9 Bust*

--Scenes from *Trenches of Hell*

--Scenes from *Warhorse*

--Scenes from *Sgt. York*

--United Streaming videos on Causes of WWI & Trench Warfare

##### **Suggested Accommodations/Modifications for Assignments and Instruction:**

Provide list of LMC databases and codes on how to access these databases from home; provide students with list of approved web-sites close to their reading level to conduct research; provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; provide color coded maps and pre-label key areas of maps; create interactive SMARTBoard maps and content activities for students to interact with the SMARTBoard; create and provide template for foldable study organizers that will help students review vocabulary terms and main ideas; allow students to view movie clips after school with special education teacher; use of translator; provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.



## PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

Quizzes, Tests, Biographies, Homework, Participation, Discussion, Written responses, Mini-projects, Writer's notebook/journal entries

\*these assessments will mostly require students to Remember, Understand, Apply, and Analyze

### **Accommodations/Modifications:**

Extended time on assessments; preferential seating; re-take failed assessments at teacher discretion; reduced number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page; allow students to use notes for open-ended questions; use of translator.

### **Summative Assessments:**

Possible benchmarks including essay and objective components.

\*these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating

### **Accommodations/Modifications:**

Allow students to write directly on test instead of filling in bubbles on scantron; provide color coded maps; allow student to finish after school; provide oral instructions and read/re-word multiple choice questions; provide writer's checklist and graphic organizer for essay portion; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessment into portions; reduced number of open-ended questions; provide shorter primary source readings at student's reading level; increase spacing to reduce visual clutter; put fewer question on each page.

### **Performance Assessments:**

Poster project highlighting trench warfare, the new technologies and weapons used in this type of fighting, how trench warfare impacted the outcome of the war, and caused a lot more death than battlefield fighting.

\*these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating

### **Accommodations/Modifications:**

Provide alternate choices for projects to fit learning style and skills of student. Provide students with simple rubrics and planning graphic organizer tailored to project guidelines. Rubric should clearly outline expectations and due dates. Read rubric to students orally and check for understanding. Rubric should have a section for student to monitor their progress during the project with a parent check off. Show examples of student projects

and rubrics that received As & Bs, etc. Allow extra time if necessary while providing small group help after school. Break project down into smaller chunks appropriate for each individual student's needs. Provide materials to create poster. Provide simple and clear rubric for oral presentation. Allow student to work with an advanced learner during oral presentations and Re-enactments. Have students create a power point presentation to go along with the poster project and present orally.

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> World History ELL Unit 7 World War II &amp; Cold War</p> <p><b>Grade Level(s):</b> 9-12</p>	<p><b>Unit Summary:</b></p> <p>As imperialism continued across Europe and Asia and economic depression was spreading globally, countries found themselves searching for solutions. As dictators began challenging other countries, the world moved closer to a second World War.</p> <p>Similar to World War I, greater advances in weaponry, battle strategy, and transportation contributed to the competitive global atmosphere and the growing hostilities of countries halfway around the world. Upon the start of the Second World War, the aggressors became known as the Axis Powers and they would be countered by the Allied Powers. The Fascist governments that took power during the Interwar Years and those still harboring ill feelings about World War I and the Treaty of Versailles allied themselves in an effort to gain more land and power. After the Allied policy of appeasement did not hinder their approach, the world was once again in a full scale war.</p> <p>Following WWII, the world entered a period of changing governments and further colonization. Conflicts between communist and capitalist countries, led by the Soviet Union and the United States, began to boil over into wars across Asia and a number of threats elsewhere. The desire to create superior technology fueled this Cold War with weaponry and space travel being two of the areas showing the most significant improvement. As the Cold War tensions died down in the 1980s, governments began open discussions to work together in this new more modern and global setting.</p>
<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. What caused WWII?</li> <li>2. How did geography impact military strategy and major turning points during WWII?</li> <li>3. What were the intended and unintended consequences of new national boundaries established by the treaties that ended WWII?</li> <li>4. How do WWI and WWII compare in terms of technological innovations and social impact?</li> </ol>	<p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. There were economic, political, and social causes of WWII.</li> <li>2. Geography impacted WWII as seen at Stalingrad, Pearl Harbor, and Normandy.</li> <li>3. New boundaries were intentionally and unintentionally established by the Yalta, Potsdam, and Tehran conferences.</li> <li>4. WWI and WWII brought about many changes in society, including changing roles for women and minorities; and revolutionizing technology.</li> <li>5. WWII had an overarching impact on countries' demographics, political systems, and culture....</li> <li>6. WWII encompassed cooperation between a nation's home country, colonies, protectorates, and spheres of influence.</li> <li>7. African and Asian colonies felt a surge of nationalism following World War II that led to independence movements.</li> <li>8. Following disagreements between the two superpowers at the conclusion of WWII, the US and USSR grew further apart in political ideology.</li> </ol>



<ol style="list-style-type: none"><li>5. What were the short- and long-term demographic, social, economic, and environmental consequences of WWII?</li><li>6. What role did colonial peoples play in the war efforts of the Allies and Axis Powers in WWII?</li><li>7. How did world war, depression, and other worldly events contribute to self-rule movements in Africa and Asia?</li><li>8. How did differences in ideologies between the US and USSR result in a cold war?</li><li>9. What were the goals of the United Nations?</li><li>10. What were the reasons for the collapse of the Soviet Union?</li><li>11. What was the impact of the ongoing competition between the US and USSR?</li><li>12. What are the similarities and differences between capitalism and communism?</li></ol>	<ol style="list-style-type: none"><li>9. The United Nations was created to maintain global peace while protecting human rights and assisting developing nations.</li><li>10. Economic conditions, authoritative regimes, and ongoing pressure from democratic nations contributed to the downfall of the Soviet Union.</li><li>11. The international arms race, the space race, and nuclear proliferation were all results of the competitive nature of world powers.</li><li>12. The economic systems of communism and capitalism differ in their ideologies, application of economic practices, and their views on personal liberties.</li></ol>
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

**DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the NJCCCS or Common Core Standards that are applicable**

<u>Learning Target</u>	<u>NJCCCS or CCSS or</u>
<ol style="list-style-type: none"> <li>1. Define key vocabulary related to World War II.</li> <li>2. Summarize the events that led to World War II.</li> <li>3. Explain how Japanese expansionism led to war with the Allies in Asia.</li> <li>4. Describe Japan’s early battle successes throughout Asia.</li> <li>5. Summarize Allied battle strategy against the Axis in the East and West.</li> <li>6. Interpret maps of major battles in the Western front.</li> <li>7. Describe the results of the “Final Solution.”</li> <li>8. Summarize events that led to the surrender of Germany and of Japan.</li> <li>9. Describe the conditions in Europe in 1945.</li> <li>10. Examine the development of warfare technology.</li> <li>11. Examine the growing effects of war on civilians.</li> <li>12. Compare the events and effects of World War I and World War II.</li> <li>13. Describe the U.S. – Soviet split following World War II.</li> <li>14. Explain how Soviet domination of Eastern Europe developed.</li> <li>15. Describe U.S. containment of Communist expansion.</li> <li>16. Compare and contrast the Truman Doctrine and the Marshall Plan.</li> <li>17. Describe important milestones in the history of space exploration.</li> <li>18. Trace the course and consequences of the Korean War.</li> <li>19. Summarize the causes of the Vietnam War and describe its aftermath.</li> <li>20. Describe conditions in Cambodia during the Cold War.</li> <li>21. Explain how the Cold War affected developing nations.</li> <li>22. Describe the renewal of Cold War tensions in the 1980s.</li> <li>23. Analyze reasons for the collapse of the Soviet Union and the impact of these events on changing national boundaries in Eastern Europe and Asia.</li> </ol>	<p><b><u>ELPS</u></b></p> <ol style="list-style-type: none"> <li>1. ELL.9-12.R.F.1</li> <li>2. 6.1.12.B.4.a, RH.9-10.3</li> <li>3. 6.1.12.C.4.d</li> <li>4. 6.1.12.D.4.e</li> <li>5. 6.1.12.C.4.b</li> <li>6. 6.1.12.B.4.b</li> <li>7. 6.1.12.A.4.c</li> <li>8. 6.1.12.C.4.c</li> <li>9. 6.1.12.B.4.b</li> <li>10. 6.1.12.D.4.l, 6.1.12.C.5.a</li> <li>11. 6.1.12.C.4.b</li> <li>12. 6.1.12.D.4.j</li> <li>13. 6.1.12.A.5.c, 6.1.12.B.5.c</li> <li>14. 6.1.12.A.5.a</li> <li>15. 6.1.12.B.5.a</li> <li>16. 6.1.12.C.5.b</li> <li>17. 6.1.12.B.5.e, RH.9-10.10</li> <li>18. 6.1.12.C.5.3</li> <li>19. 6.1.12.A.5.a</li> <li>20. 6.1.12.A.5.a</li> <li>21. 6.1.12.A.5.d</li> <li>22. 6.1.12.D.5.c, WHST.9-10.7</li> <li>23. 6.1.12.D.5.c</li> <li>24. 6.1.12.B.5.b</li> </ol>

**Inter-Disciplinary Connections:**

**Language Arts Literacy**—Reading and responding to primary and secondary sources. Oral History project for veterans of WWII/Korean/Vietnam. Create a Protest Song for the Cold War Era.

**Technology**—Creation of PowerPoint or XtraNormal video biography on WWII key figures.

**Art** – WWII Propaganda Poster Re-creations.

**Math**—Analysis and interpretation of graphs, such as: Jews Killed Under Nazi Rule, Impact of the Bombing Hiroshima, Costs of World War II: Allies and Axis, Military Casualties, World War I & World War II, etc. and timelines such as, Technology of War & Events of World War II.

**Students will engage with the following text:**

AGS: World History  
Excerpts from “Berlin Diary”  
Excerpts from General Charles de Gaulle quote regarding fighting against the Axis  
Lieutenant John Spainhower quote on the Bataan Death March  
Ralph G. Martin quote on Guadalcanal  
Pictures of German soldiers/citizens during Holocaust  
M.I. Libau quote on Kristallnacht  
Excerpts from “The Diary of a Young Girl”  
Elie Wiesel quote from *Night*  
Propaganda posters (American children/women helping with the war effort, Nazi propaganda, etc.)  
Quote from *The Christian Century* regarding the dropping of the bombs on Japan  
Primo Levi quote describing Genocide  
Excerpt from “Iron Curtain” speech by Winston Churchill  
Quotes from “Peace Without Conquest” by Lyndon B. Johnson  
Ho Chi Minh quote on Americans in Vietnam

**Suggested Accommodations/Modifications for Reading:**

Provide recordings of source readings on audio through SMARTBoard; highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; provide reading graphic organizers with some pre-labeled sections to help students monitor their comprehension during independent readings; group students to reread the text with partners who can help explain difficult terms; provide a Pronunciation Guide to help students pronounce difficult words in this unit; create mental model presentations and graphic organizers for important vocabulary terms and concepts; use of translator.

**Students will write:**

**Cornell Notes:** on Mao Zedong’s Communist China.  
**Primary Source Document Responses:** on the Painting of the Battle of Britain, “Berlin Diary,” General Charles de Gaulle quote regarding fighting against the Axis, “Blood, Toil, Tears, and Sweat,” Picture of Russians and Germans at Leningrad, “Japanese Attack Sinks HMS Repulse,” March, Ralph G. Martin quote on Guadalcanal, Pictures of German soldiers/citizens during Holocaust, “The Diary of a Young Girl,” Elie Wiesel quote from *Night*, Propaganda posters (American children/women helping with the war effort, Nazi propaganda, etc.), “Hiroshima,” Quote from *The Christian Century* regarding the dropping of the bombs on Japan, Primo Levi quote describing Genocide, Dr. Tatsuichiro Akizuki quote on the Atomic Bomb in Nagasaki, “Iron Curtain” speech by Winston Churchill, President

Harry S. Truman speech to Congress 1947, Khrushchev quote on Stalin, Ho Chi Minh quote on Americans in Vietnam.

**Reflective Journal entry:** on how the fighting differed between WWI and WWII.

**Opinion essay:** on If the United States hadn't remained neutral, would Pearl Harbor still have been attacked.

**Timed writing assignment:** on which side was best suited to win the war, the Allies or Axis.

**Persuasive Letter:** to Roosevelt on why it was wrong to put people into internment camps within the United States.

**Suggested Accommodations/Modifications for Writing:**

Provide students with guided Cornell notes or copies of notes; offer students extended time on timed writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers including a persuasive writing graphic organizer to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing and provide cluster charts; provide extra space and lined paper for student responses for students with poor or large handwriting; provide sentence starters for writer's notebook, writing prompts and journal entries.

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills.**

**Cornell Notes:** on the effectiveness of the blitzkrieg.

**Analysis of primary sources:**

- Painting of the Battle of Britain
- Excerpts from “Berlin Diary”
- Excerpts from General Charles de Gaulle quote regarding fighting against the Axis
- Lieutenant John Spainhower quote on the Bataan Death March
- Ralph G. Martin quote on Guadalcanal
- Pictures of German soldiers/citizens during Holocaust
- M.I. Libau quote on Kristallnacht
- Excerpts from “The Diary of a Young Girl”
- Elie Wiesel quote from *Night*
- Propaganda posters (American children/women helping with the war effort, Nazi propaganda, etc.)
- Quote from *The Christian Century* regarding the dropping of the bombs on Japan
- Primo Levi quote describing Genocide
- Excerpt from “Iron Curtain” speech by Winston Churchill
- Quotes from “Peace Without Conquest” by Lyndon B. Johnson
- Fidel Castro interview October 27, 1962
- Khrushchev quote on Stalin
- Ho Chi Minh quote on Americans in Vietnam

**Suggested Movies:**

- Scenes from *Pearl Harbor*
- Scenes from *Band of Brothers*,
- Scenes from *Pacific*
- Scenes from *Saving Private Ryan*
- America the Story of US: Episode 10 WII*
- America the Story of US: Episode 11 Superpower*
- Scenes from *13 Days*
- Scenes from *Rocky IV*
- Scenes from *The Wave*
- Scenes from *Ghost Soldiers (Bataan Death March)*

**Suggested Accommodations/Modifications for Assignments and Instruction:**

Provide list of LMC databases and codes on how to access these databases from home; provide students with list of approved web-sites close to their reading level to conduct research; provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions;

provide color coded maps and pre-label key areas of maps; create interactive SMARTBoard maps and content activities for students to interact with the SMARTBoard; create and provide template for foldable study organizers that will help students review vocabulary terms and main ideas; allow students to view movie clips after school with special education teacher; use of translator; provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

## PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.  
IDENTIFY BLOOM'S LEVELS.



### Formative Assessments:

Quizzes, Tests, Biographies, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries

\*these assessments will mostly require students to Remember, Understand, Apply, and Analyze

### Accommodations/Modifications:

Provide opportunities for hands-on and technology assessments; students may write directly on test instead of using scantron sheets; divide formative assessments into sections with clear and specific directions than can be read orally to students, reduced number of open-ended questions; provide shorter primary source readings at student's reading level if possible; highlight, underline, or bold key terms; grade content rather than mechanics; provide graphic organizer and writing checklist for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page; provide supplementary or more lengthy readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding

### Summative Assessments:

Possible Benchmarks including essay and objective components.

\*these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating

### Accommodations/Modifications:

Allow students to write directly on test instead of filling in bubbles on scantron; provide color coded maps; allow student to finish after school with special education teacher; provide oral instructions; provide writer's checklist and graphic organizer for essay portion; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessment into portions; reduced number of open-ended questions; provide shorter primary source readings at student's reading level; increase spacing to reduce visual clutter; put fewer question on each page.

### Performance Assessments:

Poster project illustrating the causes of WWII and the immediate effects of the war; specifically what carried into the Cold War (Korea, Vietnam, and other Communist activity).

\*these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating

### Accommodations/Modifications:

Provide alternate choices for projects to fit learning style and skills of student such as a video, power point or model. Provide students with simple rubrics and planning graphic organizer tailored to project guidelines. Rubric should clearly outline expectations and due dates. Read rubric to students orally and check for understanding. Rubric should have a section for student to monitor their progress during the project with a parent check off. Show examples of student projects and rubrics that received As & Bs, etc. Allow extra time if necessary while providing small group help after school. Break project down into smaller chunks appropriate for each individual student's needs. Use of translator.