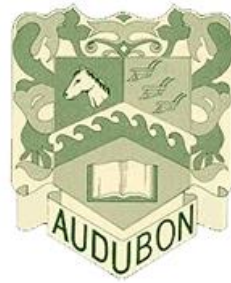


Audubon Public Schools



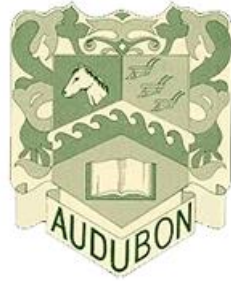
World History
Curriculum Guide

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Course Description

Grade 11: World History

This course will focus on a cross-cultural study of global development from the Renaissance to the present day. Students will examine the political, economic and social changes that shaped global society during that time. It will include the study of Geography, Governments, Economics, and Social Studies Skills. Various activities will enable students to acquire skills to analyze how past and present interactions have shaped our World. An emphasis will be placed on the development of writing and critical thinking skills. Students will acquire the knowledge, 21st century skills, and perspectives that will allow them to become active citizens of a diverse America who can make informed decisions about local, national and global issues.

Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1	<ul style="list-style-type: none"> ● 6.2.12.CivicsPR.2.a ● 6.2.12.CivicsPR.2.b ● 6.2.12.GeoPP.2.a ● 6.2.12.EconGE.2.a ● 6.2.12.HistoryCC.2.a ● 6.2.12.HistoryCC.2.b ● 6.2.12.HistoryCC.2.c ● 6.2.12.HistoryUP.2.a 	<ul style="list-style-type: none"> ● RH.11-12.4 ● RH.11-12.6 ● RH.11-12.7 ● RH.11-12.8 ● WHST.11-12.1 ● WHST.11-12.4 ● WHST.11-12.7 ● WHST.11-12.9
Unit 2	<ul style="list-style-type: none"> ● 6.2.12.CivicsPD.3.a ● 6.2.12.CivicsDP.3.a ● 6.2.12.CivicsDP.3.b ● 6.2.12.HistoryCC.3.a ● 6.2.12.EconGI.3.a ● 6.2.12.EconGI.3.b ● 6.2.12.EconET.3.a ● 6.2.12.EconET.3.b ● 6.2.12.HistoryCC.3.b ● 6.2.12.HistoryCC.3.c 	<ul style="list-style-type: none"> ● RH.11-12.2 ● RH.11-12.3 ● WHST.11-12.2 a-e ● WHST.11-12.4 ● WHST.11-12.6 ● WHST.11-12.7 ● WHST.11-12.8

Unit 3	<ul style="list-style-type: none"> ● 6.2.12.CivicsPI.3.a ● 6.2.12.GeoGI.3.a ● 6.2.12.EconGI.3.c ● 6.2.12.EconET.3.a ● 6.2.12.HistoryCC.3.b ● 6.2.12.HistoryUP.3.a ● 6.2.12.HistoryCC.3.c ● 6.2.12.HistoryCC.4.a 	<ul style="list-style-type: none"> ● RH.11-12.1 ● RH.11-12.2 ● RH.11-12.3 ● RH.11-12.4 ● RH.11-12.7 ● WHST.11-12.1 ● WHST.11-12.4 ● WHST.11-12.5 ● WHST.11-12.6 ● WHST.11-12.7 ● WHST.11-12.8 ● WHST.11-12.9
Unit 4	<ul style="list-style-type: none"> ● 6.2.12.CivicsPI.4.a ● 6.2.12.CivicsHR.4.a ● 6.2.12.GeoSP.4.a ● 6.2.12.GeoSP.4.b ● 6.2.12.GeoGI.4.a ● 6.2.12.EconEM.4.a ● 6.2.12.HistoryCC.4.a ● 6.2.12.HistoryCC.4.b ● 6.2.12.HistoryCC.4.c ● 6.2.12.HistoryCC.4.f ● 6.2.12.HistoryCC.4.g ● 6.2.12.HistoryCC.4.h ● 6.2.12.HistoryUP.4.a ● 6.2.12.HistoryUP.4.b ● 6.2.12.HistoryUP.4.c ● 6.2.12.HistoryCA.4.a ● 6.2.12.HistoryCA.4.b ● 6.2.12.HistoryCA.4.c 	<ul style="list-style-type: none"> ● RH.11-12.1 ● RH.11-12.2 ● RH.11-12.3 ● RH.11-12.4 ● RH.11-12.5 ● RH.11-12.5 ● RH.11-12.7 ● RH.11-12.8 ● RH.11-12.9 ● RH.11-12.10 ● WHST.11-12.2 ● WHST.11-12.4 ● WHST.11-12.5 ● WHST.11-12.6 ● WHST.11-12.7 ● WHST.11-12.8 ● WHST.11-12.9 ● WHST.11-12.10

	<ul style="list-style-type: none">● 6.2.12.CivicsPI.5.a● 6.2.12.HistoryCC.5.a● 6.2.12.GeoSV.5.a● 6.2.12.GeoGI.5.a● 6.2.12.EconET.5.a● 6.2.12.EconET.5.b● 6.2.12.EconGE.5.a● 6.2.12.HistoryCC.5.a● 6.2.12.HistoryCC.5.b● 6.2.12.HistoryCC.5.c● 6.2.12.HistoryCC.5.d● 6.2.12.HistoryCC.5.e● 6.2.12.HistoryCC.5.g● 6.2.12.CivicsHR.6.a● 6.2.12.CivicsHR.6.b● 6.2.12.EconGE.6.a● 6.2.12.EconGE.6.c	
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World History	Grade 11	Unit 1	Marking Period 1
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Focus Indicator	
6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.
6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy)
6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
6.2.12.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.
6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
Companion Standards	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Do-Nows ● Quick Writing ● Graphic Organizers ● Quizlet ● Kahoot 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Projects

<ul style="list-style-type: none"> ● Crash Course videos 	<ul style="list-style-type: none"> ○ Renn city project ○ Renn artist mega-venn project ○ Columbus journal project ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Textbook ● Political Cartoons 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>Novel - Beware, Princess Elizabeth (Meyer)</i> ● <i>Docudrama - "Mankind: The Story of All of Us"</i> ● <i>Internet History Sourcebook Project (Fordham U.)</i> ● <i>Docudrama - "Heroes & Villains (BBC)"</i> ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The Renaissance and Reformation represent a shift in the tone and manifestation of art, scholarship and religion, taking the best from the ancient world and reframing the human experience in a more sophisticated way. ● Science in the Middle Ages focused on the meaning of life and what was observed. During the Renaissance, science focused on the manipulation of what was learned, which was the inception of the Industrial Revolution. 	<ul style="list-style-type: none"> ● How do the Renaissance and Reformation manifest the Modern World? ● How did science change from the Middle Ages to the Renaissance? ● Why was art and music revered? ● How did Christian Humanism lead to the Reformation?

<ul style="list-style-type: none"> ● Art and music were portals to the ancient world and offered a sense of beauty and spiritualism to all people because it crossed cultural and national lines. ● Christian Humanism shined a light on the humanity of the Church and therefore set the stage to reform the behaviors of the Catholic Church that degraded and corrupted the religious experience. 	
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Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

World History	Grade 11	Unit 2	Marking Period 2
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Focus Indicator	
6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
6.2.12.CivicsDP.3.b	Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals
6.2.12.HistoryCC.3.a	Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
6.2.12.EconGI.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
6.2.12.EconGI.3.b	Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
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Companion Standards	
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
WHST.11-12.2 a-e	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work 	<ul style="list-style-type: none"> ● Tests

<ul style="list-style-type: none"> ● Debates ● Do-Nows ● Quick Writing ● Graphic Organizers ● Quizlet ● Kahoot ● Crash Course Videos 	<ul style="list-style-type: none"> ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Projects <ul style="list-style-type: none"> ○ Guns, Germs and Steel documentary project ○ Grand Voyage navigation exercise ○ Absolutist monarch project ○ Enlightenment campaign project ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Textbook ● Political Cartoons 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>Docudrama - "Mankind: The Story of All of Us"</i> ● <i>Internet History Sourcebook Project (Fordham U.)</i> ● <i>Docudrama - "Heroes & Villains (BBC)"</i> ● <i>Documentaries</i> <ul style="list-style-type: none"> ○ <i>Simon Schama: Power of Art (BBC series)</i> ○ <i>David Starkey : Monarchy (BBC series)</i> ○ <i>Guns, Germs & Steel (Nat. Geo)</i> ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout school, district and public venues 	

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The Age of Reason empowered the lower classes and precipitated the decline of the upper classes, by providing questions that any man could answer. ● The Scientific Method established a framework for investigation and insurance of the fidelity of the findings. ● Science has not changed as much as technology. ● An idea can motivate people to change and pay whatever price necessary to do so, by providing a powerful focus and the reward of intellectual freedom. ● Revolutions come from the exchange of ideas and the promise of a better life if those ideas are honored. ● Colonization strengthened empires and subsequently weakened them as the reach exceeded the grasp. ● The French Revolution was an inevitable reaction to the Age of Absolutism and to the ideals of the Enlightenment. It is an illustration of the historical pattern of ideas moving men to action. ● All real revolutions follow a specific pattern, where the end result is the emergence of a leader and circumstance similar to the one who was ousted. ● The Reign of Terror was a natural consequence of the chaos and process of the revolution. ● Napoleonic military strategy impacted warfare until the end of the American Civil War. 	<ul style="list-style-type: none"> ● How did the Age of Reason foment change within the class structure of European society? ● How did the Scientific Method revolutionize science? ● Has science changed since the Age of Reason? ● How can an idea change the world? ● How did the Age of Reason ignite a series of Revolutions? ● What were the short and long term consequences of colonization? ● Why is the French Revolution worth studying? ● Would Crane Brinton agree that the French Revolution was a real revolution? ● What purpose did the Reign of Terror serve? ● How did Napoleonic military strategy impact subsequent wars? ● Why is Napoleon considered a military genius? ● Was Napoleon’s defeat inevitable? ● Why do historians refer to Napoleon’s reign as the Napoleonic Age?

<ul style="list-style-type: none"> ● Napoleon utilized the best practices of the great generals before him. He was also an effective motivator ● Napoleon’s influence was not only military. ● Napoleon implemented reforms such as women’s rights, religious toleration, the codification of law and taxes, development of road and sewer systems and the creation of an Institute of Arts and Sciences. 	
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Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

World History	Grade 11	Unit 3	Marking Period 3
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Focus Indicator	
6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government
6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
6.2.12.EconGI.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

Companion Standards	
RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in Federalist No. 10).
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.1	Write arguments focused on discipline-specific content. (all subheadings a-e)
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Do-Nows ● Quick Writing ● Graphic organizers ● Quizlet ● Kahoot ● Crash Course videos 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary source analysis ● Document Based Questions ● Political Cartoon Analysis ● Projects <ul style="list-style-type: none"> ○ OSM PERSIA project ○ Chinese snowflakes projects ○ China, Japan & Korea poetry PERSIA projects ○ Ind Rev quad project ○ Nationalism projects (pair) ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Textbook ● Political Cartoons 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time (Sobel)</i> ● <i>Docudrama - "Mankind: The Story of All of Us"</i> ● <i>Internet History Sourcebook Project (Fordham U.)</i> ● <i>Docudrama - "Heroes & Villains (BBC)"</i>

	<ul style="list-style-type: none"> ● Documentaries <ul style="list-style-type: none"> ○ <i>Simon Schama: Power of Art (BBC series)</i> ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● By the early to mid-19th century, distinctly modern social and political perspectives and technology were recognizable. Modern democratic nations emerged and persisted, but in the process problems like slavery continue to haunt us, today. ● The Industrial Revolution transformed social and political systems by infusing a fast rate of change, alienation and competition for natural resources and production talent. ● Old political and geographic labels were no longer useful to the Modern World. The rate of change industrialism afforded, created an awareness of the impermanence of labels. ● Emerging consciousness about society, rights and human ideals justified violent overthrow because the old systems could not change at the same rate as industrialism. ● The humanities gave voice to the ideas of freedom and free will. ● Science experienced its own revolution due to the fast spread of ideas and in the technology of experimentation and inquiry. ● Most colonists gained a sense of independence and self-sufficiency, which eventually gave them the courage and skills to separate from the colonizing nations. ● China and Japan had established superpower status in East Asia prior to the Industrial Revolution. 	<ul style="list-style-type: none"> ● What was the lasting impact of modern European imperialism? ● How did the Industrial Revolution impact the future? ● How did political labels like Conservative, Liberal and Nationalist gain and then lose popularity. ● How was the burst of revolution and reform a product of the times? ● How did Romanticism and Realism fuel the fires of change? ● How was science impacted by industrialism? ● How did colonies come to the concept of independence? ● How did Japan maintain superpower status in the early 20th century? ● What caused China to lose its status as a superpower in the early 20th century? ● What led to the decline of the Qing Dynasty? ● How did trade with the West affect Chinese economies? ● Why did Japan cultivate a new political system? ● What impact did the West have on Japanese social structure and culture? ● What impact did the West have on Japanese interaction on the international stage?

- Western interference with the East led to a strong and formidable modern Japan.
- The opium Wars and the TaiPing and Boxer Rebellions compromised the power and control of the Qing dynasty.
- Trade with the West bolstered the economy of China.
- Japan’s interaction with Western Culture offered models for political systems that were not previously known.
- Japan’s culture began to infuse Western elements, such as fashion, travel and educational opportunities and the arts.
- Japan’s acquired knowledge and understanding of Western thought enabled it to effectively anticipate foreign dynamics.

Differentiation

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
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World History	Grade 11	Unit 4	Marking Period 4
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Focus Indicator	
6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world
6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
6.2.12.GeoSP.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
6.2.12.GeoSP.4.b	Determine how geography impacted military strategies and major turning points during World War II.
6.2.12.GeoGI.4.a	Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.

6.2.12.EconEM.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
6.2.12.HistoryCC.4.b	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
6.2.12.HistoryCC.4.c	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
6.2.12.HistoryCC.4.f	Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
6.2.12.HistoryCC.4.h	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations
6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.

6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.GeoSV.5.a	Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
6.2.12.EconET.5.a	Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.
6.2.12.EconET.5.b	Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
6.2.12.EconGE.5.a	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.2.12.HistoryCC.5.a	Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia
6.2.12.HistoryCC.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
6.2.12.HistoryCC.5.c	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
6.2.12.HistoryCC.5.d	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

6.2.12.HistoryCC.5.e	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
6.2.12.HistoryCC.5.g	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights
6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
6.2.12.EconGE.6.c	Relate the rise of the Internet and social media to the global economy.

Companion Standards	
RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.
RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
RH.11-12.5	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (all subheadings a-e)
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience;

	integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Do-Nows ● Quick Writing ● Graphic organizers ● Quizlet ● Kahoot ● Crash Course videos 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary source analysis ● Document Based Questions ● Political Cartoon Analysis ● Projects <ul style="list-style-type: none"> ○ Life in the Trenches exe ○ Fascism venn ○ Early 20th c arts class project ○ Global politics micro-mega class project ○ Post WWII PERSIA cross-period mega project ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Textbook ● Political Cartoons 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>Docudrama - "Mankind: The Story of All of Us"</i> ● <i>Internet History Sourcebook Project (Fordham U.)</i>

	<ul style="list-style-type: none"> • http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> • Informational reading in social studies. • Informational writing in social studies using similar structures. • Consistent Academic Language • Public Speaking • Research: collection, calculation and graphic representations of historic data and trends • Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> • The last 100 years have presented us with threats to our existence and have given us the tools to meet those challenges. The threats and the tools may be the same. • Warfare has come full circle, to a point where we cannot use the weapons we have created. • Warfare has never stopped bad things from happening. • All of our problems are connected to each other which is why figuring it out is complicated. • The Internet gives us information and full disclosure – which means the world may be too much with us on a daily basis. It is challenging to determine what is valid and useful and what is meaningful. • Although technology has brought us closer, it has equally disconnected us from human contact by creating illusions of connection. • I have a voice as strong as any voice in history. • The power of ideas remains significant. • Contemporary philosophy, music and art, like the humanities in the past, is a way to understand our world and each other. • (some understanding of lessons from WWI, WWII and cold war) 	<ul style="list-style-type: none"> • How can understanding the last century help us to solve the problems that confront us now? • How has warfare evolved in the last 120 years? • How can we find a way to stop the escalation of weapons of mass destruction? • Will the answer to one problem lead to answers for others? • How has the Internet changed the way we view our world? • Are we more or less alienated and how will that impact our capacity to solve problems. • What power do I have to change things for the better? • How do the humanities in the contemporary world reflect our struggle to keep our center as we navigate the fast paced changes and obstacles of the contemporary world? • (some questions re: WWI, WWII and cold war)

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Appendix A

Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Beth Canzanese (Prior Drafts: Matt Webb, Amy Bulskis, Luke Collazzo) Revised by Mike Tiedeken

Course Title: World History

Unit Name: Renaissance and Reformation Grade Level: 11

Approved June, 2017

<p>Content Statements and Rationale:</p> <p>The Renaissance and Reformation are overlapping time periods in European history that built a bridge between the Middle Ages and the Modern World representing a paradigm shift over time. It was a renewed consciousness of and respect for ancient culture, as well as a tapestry of art, music and religious reform. The early modern world was born on the canvases of artists, in the poetry of writers and through the often bloody transformation of Catholicism.</p>	<p>NJSLS:</p> <p>6.1: All 6.3: D: 1-4 6.6: All</p> <p>Companion Standards:</p> <p>R 6-12; 1-4 W 6-12 1-6, 10</p>
<p>Overarching Essential Questions:</p> <p>How do the Renaissance and Reformation manifest the Modern World?</p>	<p>Overarching Enduring Understandings:</p> <p>The Renaissance and Reformation represent a shift in the tone and manifestation of art, scholarship and religion, taking the best from the ancient world and reframing the human experience in a more sophisticated way.</p>
<p>Unit Essential Questions:</p> <p>How did science change from the middle Ages to the Renaissance?</p> <p>Why was art and music revered?</p> <p>How did Christian Humanism lead to the Reformation?</p>	<p>Unit Enduring Understandings:</p> <p>Science in the Middle Ages focused on the meaning of life and what was observed. During the Renaissance, science focused on the manipulation of what was learned, which was the inception of the Industrial Revolution.</p> <p>Art and music were portals to the ancient world and offered a sense of beauty and spiritualism to all people because it crossed cultural and national lines.</p>

	<p>Christian Humanism shined a light on the humanity of the Church and therefore set the stage to reform the behaviors of the Catholic Church that degraded and corrupted the religious experience.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards:</p> <p>Précis of primary documents and multimedia excerpts</p> <p>Development of an argument supporting or refuting the impact of the Reformation on the modern world</p> <p>Development of an argument supporting or refuting the contention that the Renaissance is a bridge between the Middle Ages and the Modern World</p> <p>Identification and analysis of the significant art and music impacting or representing the transition to the Modern World</p> <p>Presentation of one aspect of the Renaissance, using multimedia presentation software</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading and précis of primary documents and/or visual and audio clips from the time period focusing on style and tone in their academic writing</p> <p>Engagement during Socratic Seminar ensuring sound reasoning to support claims</p> <p>Capacity to research, analyze and report salient information while supporting claims</p>
<p>Key Terms (Essential Vocabulary):</p> <p>Reformation Renaissance Protestantism Italian City States Elizabethan England The Defender of the Faith</p>	

<p>Lutheranism indulgences penance Ninety Five Theses excommunication Calvinism Universal Man Humanism Ptolemaic Theory Heliocentric Baroque House of Medici The Prince Papal States</p>
<p>Resources:</p> <p>Internet HS Media Center Databases <u>World History</u> (Glencoe and Prentice Hall) Primary Documents (Trade, Political, Social) Art and Music Excerpts Videos and Film Excerpts</p>
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s):</p> <p>Primary source close reading Socratic Seminar using sound reasoning to support claims Use of maps and data to identify ruling families and armies (I; Mathematics) Use of Maps to identify and analyze geographical impact on the time period Précis of primary documents and multimedia excerpts Development and expression (either in writing or through multimedia presentation software) of an argument supporting or refuting the significance of an aspect of the Reformation Identification and analysis of the significant events determining the Reformation</p>

<p>Research and present an overview of the impact of one idea or work of art (I; Fine and Performing Arts) Identify and support claims or refute claims of the connection between the Renaissance and Reformation</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	<p>Suggested Timeline:</p>

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Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Beth Canzanese (Prior Drafts: Matt Webb, Amy Bulskis, Luke Collazzo) Revised by: Matt Webb

Course Title: World History Unit Name: Early Modern World: Revolution and Enlightenment Grade Level: 11

<p>Content Statements and Rationale:</p> <p>The freedom to create and investigate the essence of empirical truths compromised the ancient power structure of Old Europe to disintegrate. The Enlightenment challenged political and cultural paradigms, which led to unpredictable consequences. The present is a manifestation of those results.</p>	<p>NJSLS:</p> <p>6.1: All 6.3 E All 6.6: All</p> <p>Companion Standards:</p> <p>R 6-12; 1-4 W 6-12 1-6, 10</p>
<p>Overarching Essential Questions:</p> <p>How did the Age of Reason foment change within the class structure of European society?</p>	<p>Overarching Enduring Understandings:</p> <p>The Age of Reason empowered the lower classes and precipitated the decline of the upper classes, by providing questions that any man could answer.</p>
<p>Unit Essential Questions:</p> <p>How did the Scientific Method revolutionize science?</p> <p>Has science changed since the Age of Reason?</p>	<p>Unit Enduring Understandings:</p> <p>The Scientific Method established a framework for investigation and insurance of the fidelity of the findings.</p> <p>Science has not changed as much as technology.</p>

<p>How can an idea change the world?</p> <p>How did the Age of Reason ignite a series of Revolutions?</p> <p>What were the short and long term consequences of colonization?</p>	<p>An idea can motivate people to change and pay whatever price necessary to do so, by providing a powerful focus and the reward of intellectual freedom.</p> <p>Revolutions come from the exchange of ideas and the promise of a better life if those ideas are honored.</p> <p>Colonization strengthened empires and subsequently weakened them as the reach exceeded the grasp.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards:</p> <p>Précis of primary documents and multimedia excerpts, paying close attention to their style and tone in their academic writing</p> <p>Development of an argument supporting or refuting the impact of The Age of Reason on the Age of Revolutions</p> <p>Development of an argument supporting or refuting the contention that the scientific method is the most valid format for investigation</p> <p>Identification and analysis of the long term consequences of colonialism</p> <p>Presentation of one aspect of The Age of Reason</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading and précis of primary documents and/or visual and audio clips from the time period</p> <p>Engagement during Socratic Seminar, ensuring that sound reasoning is used to support claims</p> <p>Capacity to research, analyze and report salient information</p>

<p>Key Terms (Essential Vocabulary):</p> <p>Scientific Method Ptolemaic Theory Heliocentric System Enlightened Absolutism Federal System Inductive Reasoning Philosophes Rationalism Laissez Faire Colonialism</p>	
<p>Resources:</p> <p>Internet HS Media Center Databases <u>World History</u> (Glencoe and Prentice Hall) Primary Documents (Trade, Political, Social) Art and Music Excerpts Videos and Film Excerpts</p>	

<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s):</p> <p>Socratic seminar Primary source close reading Use of maps and data to identify areas of Colonization (I: Mathematics) Use of Maps to identify and analyze geographical impact on the time period Précis of primary documents and multimedia excerpts Development and expression (either in writing or through multimedia presentation software) of an argument supporting or refuting the significance of an aspect of The Age of Reason Identification and analysis of the significant events determining and fostering Colonialism Research and present an overview of the impact of one idea or work of art (I; Fine and Performing Arts) Identify and support or refute the connection between the The Age of Reason and the Age of Revolution</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p>	<p>Suggested Timeline:</p>

<p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	
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Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Beth Canzanese (Prior Drafts: Matt Webb, Amy Bulskis, Luke Collazzo)

Course Title: World History Unit Name: Early Modern Europe: The French Revolution and Napoleon Grade Level: 11

Approved June, 2017

<p>Content Statements and Rationale: The French Revolution represents a paradigm shift embodies the spirit of the Enlightenment, as well as the best and worst of the human condition. Napoleon is representative of demagogues who rise to power after social structures fall. This time period is necessary to comprehend in order to put Metternich’s Balance of Power and the subsequent World Wars in perspective.</p>	<p>NJSLS: 6.1: All 6.3: E All 6.6: All</p> <p>Companion Standards: R 6-12; 1-4 W 6-12 1-6, 10</p>
<p>Overarching Essential Questions:</p> <p>Why is the French Revolution worth studying?</p>	<p>Overarching Enduring Understandings:</p> <p>The French Revolution was an inevitable reaction to the Age of Absolutism and to the ideals of the Enlightenment. It is an illustration of the historical pattern of ideas moving men to action.</p>
<p>Unit Essential Questions:</p> <p>Would Crane Brinton agree that the French Revolution was a real revolution?</p>	<p>Unit Enduring Understandings:</p>

<p>What purpose did the Reign of Terror serve?</p> <p>How did Napoleonic military strategy impact subsequent wars?</p> <p>Why is Napoleon considered a military genius?</p> <p>Was Napoleon’s defeat inevitable?</p> <p>Why do historians refer to Napoleon’s reign as the Napoleonic Age?</p>	<p>All real revolutions follow a specific pattern, where the end result is the emergence of a leader and circumstance similar to the one who was ousted.</p> <p>The Reign of Terror was a natural consequence of the chaos and process of the revolution.</p> <p>Napoleonic military strategy impacted warfare until the end of the American Civil War.</p> <p>Napoleon utilized the best practices of the great generals before him. He was also an effective motivator</p> <p>Napoleon’s defeats were as spectacular as his victories.</p> <p>Napoleon was destined for defeat because he would never have stopped in his quest to conquer.</p> <p>Napoleon’s influence was not only military.</p> <p>Napoleon implemented reforms such as women’s rights, religious toleration, the codification of law and taxes, development of road and sewer systems and the creation of an Institute of Arts and Sciences.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards:</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p>

<p>Précis of primary documents and multimedia excerpts</p> <p>Development of an argument supporting or refuting Brinton’s assertion that the French Revolution was a real revolution.</p> <p>Development of an argument supporting or refuting the significance Napoleon in military and/or cultural history</p> <p>Identification and analysis of the significant events of Napoleon’s rise and fall.</p> <p>Presentation of one aspect of cultural reforms attributed to Napoleon</p>	<p>Focus on style and tone while analyzing primary documents and multimedia excerpts exemplifying the sound reasoning of the Précis writing style in their academic writing</p> <p>Engaging in close reading to analyze informational text and support claims using sound reasoning</p> <p>Engagement during Socratic Seminar</p> <p>Capacity to research, analyze and report salient information while supporting claims using sound reasoning to support claims</p>
<p>Key Terms (Essential Vocabulary):</p> <p>estates coup d’état Napoleonic military strategy nationalism bourgeoisies sans culottes reign of terror</p>	
<p>Resources:</p> <p>Internet HS Media Center Databases</p>	

<p>World History (Glencoe and Prentice Hall) Primary Documents (Trade, Political, Social) Art and Music Excerpts Videos and Film Excerpts</p>	
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s):</p> <p>Socratic Seminar using sound reasoning to support claims Primary source close reading Use of maps and data to identify major battles and strategies (I: Mathematics) Précis of primary documents and multimedia excerpts Development and expression (either in writing or through multimedia presentation software) of an argument supporting or refuting the significance of Napoleon – was he a genius or a madman? Identification and analysis of the significant events during Napoleon’s reign Research and present an overview of one of Napoleon’s cultural reforms Identify and refute or support Brinton’s stages of revolution by citing the American and French Revolutions</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate</p>	<p>Suggested Timeline:</p>

<p>in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	
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Audubon Public Schools

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills

Written By: Beth Canzanese (Prior Drafts: Matt Webb, Amy Bulskis, Luke Collazzo)

Course Title: World History Unit Name: European Imperialism, Industrialization and Nationalism Grade Level: 11

Approved June, 2017

<p>Content Statements and Rationale: Industrialization and Nationalism represent a paradigm shift of the foundation of the Modern World and its experience of an unprecedented fast rate of cultural and political transformation. The power of class systems, Absolutism and static social mobility was permanently dissolved. It is essential to understand the shifts, not only to grasp the subsequent opportunities for progress and ease of living, but to recognize the equally intense increase of cruelty, suffering and exploitation.</p>	<p>NJSLS:</p> <p>6.1: All 6.3: E All 6.6: All</p> <p>Companion Standards:</p> <p>R 6-12; 1-4 W 6-12 1-6, 10</p>
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<p>Overarching Essential Questions:</p> <p>What was the lasting impact of modern European imperialism?</p>	<p>Overarching Enduring Understandings:</p> <p>By the early to mid-19th century, distinctly modern social and political perspectives and technology were recognizable. Modern democratic nations emerged and persisted, but in the process problems like slavery continue to haunt us, today.</p>
<p>Unit Essential Questions:</p> <p>How did the Industrial Revolution impact the future?</p> <p>How did political labels like Conservative, Liberal and Nationalist gain and then lose popularity.</p> <p>How was the burst of revolution and reform a product of the times?</p> <p>How did Romanticism and Realism fuel the fires of change?</p> <p>How was science impacted by industrialism?</p> <p>How did colonies come to the concept of independence?</p>	<p>Unit Enduring Understandings:</p> <p>The Industrial Revolution transformed social and political systems by infusing a fast rate of change, alienation and competition for natural resources and production talent.</p> <p>Old political and geographic labels were no longer useful to the Modern World. The rate of change industrialism afforded, created an awareness of the impermanence of labels.</p> <p>Emerging consciousness about society, rights and human ideals justified violent overthrow because the old systems could not change at the same rate as industrialism.</p> <p>The humanities gave voice to the ideas of freedom and free will.</p> <p>Science experienced its own revolution due to the fast spread of ideas and in the technology of experimentation and inquiry.</p> <p>Most colonists gained a sense of independence and self-sufficiency, which eventually gave</p>

	<p>them the courage and skills to separate from the colonizing nations.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards:</p> <p>Précis of primary documents and multimedia excerpts</p> <p>Development of an argument supporting or refuting the impact of industrialism and/or imperialism on the modern world</p> <p>Development of an argument supporting or refuting the significance the scientific revolution</p> <p>Identification and analysis of the significant events impacting or representing nationalism</p> <p>Presentation of one aspect of the impact of industrialism on humanity</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading of primary documents and informational text Focusing on style and tone while analyzing primary documents and multimedia excerpts exemplifying the sound reasoning of the Précis writing style</p> <p>Engage in academic writing to support claims using the appropriate style and tone</p> <p>Engagement during Socratic Seminar</p> <p>Capacity to research, analyze and report salient information using sound reasoning to support claims with appropriate style and tone</p>
<p>Key Terms (Essential Vocabulary):</p> <p>technology nationalism</p>	

alienation
abolitionism
universal suffrage
socialism
romanticism
imperialism
dumas
modernism
pogroms
dictatorship
revisionist history
literacy
imperialism
protectorate
indirect rule
annexation
indigenous
Monroe Doctrine
mercantilism

Resources:

Internet

HS Media Center Databases

World History (Glencoe and Prentice Hall)

Primary Documents (Trade, Political, Social)

Art and Music Excerpts

Videos and Film Excerpts

<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s):</p> <p>Socratic Seminar using sound reasoning to support claims Primary source close reading Use of maps and data to identify natural resources and trade routes (I: Mathematics and Science) Use of Maps to identify and analyze the spread of slavery Précis of primary documents and multimedia excerpts Development and expression (either in writing or through multimedia presentation software) of an argument supporting or refuting the significance of Imperialism Identification and analysis of the significant events determining nationalism Research and present an overview of the impact of one idea Identify and support or refute the connection between the Scientific Revolution and the present (I: Science)</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p>	<p>Suggested Timeline:</p>

<p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gage understanding and learning; close reading and participation in Socratic Seminar</p>	
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Beth Canzanese (Prior Drafts: Matt Webb, Amy Bulskis, Luke Collazzo)
Course Title: World History
Unit Name: Early Modern Asia Grade Level: 11
Approved, June, 2017

<p>Content Statements and Rationale: The role of China’s influence on Japan and Korea is the foundation for understanding its impact on Japan’s rise to power in the 20th century. Additionally, Europe’s assertion of authority over the ruling Manchu led to native insurrections and embarrassing military challenges for the British. Japan’s introduction to Western culture led to modernization and paved the way for its emergence as a superpower by the early 1900s. Japan’s political and economic contributions would represent a paradigm shift in global relationships for the entire 20th century.</p>	<p>NJSLS:</p> <p>6.1: All 6.3: D 1-2; E 3, 6-7 6.6: All</p> <p>Companion Standards:</p> <p>R 6-12; 1-4 W 6-12 1-6, 10</p>
<p>Overarching Essential Questions:</p> <p>How did Japan maintain superpower status in the early 20th century?</p>	<p>Overarching Enduring Understandings:</p> <p>China and Japan had established superpower status in East Asia prior to the Industrial Revolution.</p>

<p>What caused China to lose its status as a superpower in the early 20th century?</p>	<p>Western interference with the East led to a strong and formidable modern Japan,</p>
<p>Unit Essential Questions:</p> <p>What led to the decline of the Qing Dynasty?</p> <p>How did trade with the West affect Chinese economies?</p> <p>Why did Japan cultivate a new political system?</p> <p>What impact did the West have on Japanese social structure and culture?</p> <p>What impact did the West have on Japanese interaction on the international stage?</p>	<p>Unit Enduring Understandings:</p> <p>The opium Wars and the TaiPing and Boxer Rebellions compromised the power and control of the Qing dynasty.</p> <p>Trade with the West bolstered the economy of China.</p> <p>Japan’s interaction with Western Culture offered models for political systems that were not previously known.</p> <p>Japan’s culture began to infuse Western elements, such as fashion, travel and educational opportunities and the arts.</p> <p>Japan’s acquired knowledge and understanding of Western thought enabled it to effectively anticipate foreign dynamics.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</p> <p>Précis of primary documents and multimedia excerpts paying close attention to their style and in their academic writing</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading and précis of primary documents and/or visual and audio clips from the time period</p> <p>Engagement during Socratic Seminar, ensuring that sound reasoning is used to support claims</p>

<p>Development of an argument supporting or refuting the significance of the impact of the Western world on Asia</p> <p>Identification and analysis of the significant events during Japan's rise to power</p> <p>Presentation of fine arts in Asian culture</p>	<p>Capacity to research, analyze and report salient information</p>
<p>Key Terms (Essential Vocabulary):</p> <p>prefecture extraterritoriality spheres of influence concessions indemnities provincial commodities Confucianism Samurai commercial capitalism dynasty</p>	
<p>Resources:</p> <p>Internet HS Media Center Databases <u>World History</u> (Glencoe and Prentice Hall) Primary Documents (Trade, Political, Social) Art and Music Excerpts Videos and Film Excerpts</p>	

<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s):</p> <p>Socratic seminar Primary source close reading Use of maps to identify spheres of influence Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy) Development and expression (either in writing or through multimedia presentation software) of an argument supporting or refuting the significance of the impact of the Western world on Asia Identification and analysis of the significant events during Japan’s rise to power Research and present an overview of Fine Arts in Asian Culture (I: Fine and Performing Arts)</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p>	<p>Suggested Timeline:</p>

<p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Beth Canzanese (Prior Drafts: Matt Webb, Amy Bulskis, Luke Collazzo) Revised by: Matt Webb
Course Title: World History
Unit Name: The Contemporary World Grade Level: 11
Approved June, 2017

<p>Content Statements and Rationale:</p> <p>The last 120 years have included the largest technological explosion in history, devastating tools of warfare (from nuclear weapons to terrorism) and an exponential population growth pattern. The Information Highway has bestowed Information Overload on a generation that is challenged to sort it all out, Global connections provide instant cultural exchange and they also present us with viral threats. Understanding the last century brings us closer to solving the problems we face</p>	<p>NJSLS:</p> <p>6.1: H All 6.3: I All 6.6: All</p> <p>Companion Standards:</p> <p>R 6-12; 1-4 W 6-12 1-6, 10</p>
<p>Overarching Essential Question:</p> <p>How can understanding the last century help us to solve the problems that confront us now?</p>	<p>Overarching Enduring Understanding:</p> <p>The last 100 years have presented us with threats to our existence and have given us the tools to meet those challenges. The threats and the tools may be the same.</p>
<p>Unit Essential Questions:</p> <p>How has warfare evolved in the last 120 years?</p> <p>How can we find a way to stop the escalation of weapons of mass destruction?</p> <p>Will the answer to one problem lead to answers for others?</p> <p>How has the Internet changed the way we view our world?</p> <p>Are we more or less alienated and how will that impact our capacity to solve problems.</p>	<p>Unit Enduring Understandings:</p> <p>Warfare has come full circle, to a point where we cannot use the weapons we have created.</p> <p>Warfare has never stopped bad things from happening.</p> <p>All of our problems are connected to each other which is why figuring it out is complicated.</p> <p>The Internet gives us information and full disclosure – which means the world may be too much with us on a daily basis. It is challenging to</p>

<p>What power do I have to change things for the better?</p> <p>How do the humanities in the contemporary world reflect our struggle to keep our center as we navigate the fast paced changes and obstacles of the contemporary world .</p>	<p>determine what is valid and useful and what is meaningful.</p> <p>Although technology has brought us closer, it has equally disconnected us from human contact by creating illusions of connection.</p> <p>I have a voice as strong as any voice in history. The power of ideas remains significant.</p> <p>Contemporary philosophy, music and art, like the humanities in the past, is a way to understand our world and each other.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards:</p> <p>Précis of primary documents and multimedia excerpts, paying close attention to their style and tone in their academic writing</p> <p>Development of an argument supporting or refuting the impact of warfare on the contemporary world</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading and précis of primary documents and/or visual and audio clips from the time period</p> <p>Engagement during Socratic Seminar ensuring that sound reasoning is used to support claims</p> <p>Capacity to research, analyze and report salient information</p>

<p>Development of an argument supporting or refuting the significance the Internet</p> <p>Identification and analysis of the significant events impacting or representing contemporary foreign policy</p> <p>Presentation of one aspect of the impact of modern physics on society</p>	
<p>Key Terms (Essential Vocabulary):</p> <p>Balance of Power</p> <p>Trench Warfare</p> <p>Blitzkrieg</p> <p>Mutual Assured Destruction</p> <p>Cold War</p> <p>Iron Curtain</p> <p>Communism</p> <p>Fascism</p> <p>Economic Theory</p> <p>Appeasement</p> <p>Aggression</p> <p>Terrorism</p> <p>Epidemic</p> <p>Global Warming</p> <p>Democratic Revolution</p> <p>Organized Crime</p> <p>Drugs</p> <p>Poverty</p> <p>Universal Education</p> <p>Depletion of Natural Resources</p> <p>Global Village</p>	

<p>Resources:</p> <p>Internet HS Media Center Databases <u>World History</u> (Glencoe and Prentice Hall) Primary Documents (Trade, Political, Social) Art and Music Excerpts Videos and Film Excerpts</p>	
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s):</p> <p>Socratic seminar Primary source close reading Use of maps and data to identify locations of wars in the last 120 years Use of Maps to identify and analyze the spread of viruses (I: Science and Mathematics) Précis of primary documents and multimedia excerpts Development and expression (either in writing or through multimedia presentation software) of an argument supporting or refuting the significance of Weapons of Mass Destruction (I: Science and Biology) Identification and analysis of the significant events determining international foreign policy Research and present an overview of the impact of one idea or political theory Identify and support or refute the connection between war and peace Identify and support or refute the connection between warfare and economics</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support,</p>	<p>Suggested Timeline:</p>

<p>delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	
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Appendix B: LGBTQ, Holocaust, Amistad

LGBTQ, Holocaust, Amistad World History

Educators are required to engage students in equity based topics specifically related to persons with disabilities/LGBTQ contributions, Amistad, and the Holocaust. Below is some guidance and resources related to these topics.

LGBTQ:

N.J.S.A. 18A:35-4.35-36 requires boards of education to include instruction on the political, economic, and social ***contributions*** of persons with disabilities and lesbian, gay, bisexual, and transgender (LGBT) people in appropriate places in the middle school and high school curriculum. The law also requires boards of education to adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and LGBT people, where appropriate.

For persons with disabilities/LGBTQ contributions instructional material, please visit:

<https://www.nj.gov/education/cccs/resources/educators/>

Holocaust:

Info on the Holocaust mandate:

<https://www.nj.gov/education/holocaust/docs/donate.pdf>

For Holocaust instructional materials, please visit: <https://www.nj.gov/education/holocaust/curriculum/materials/>

Amistad:

Teacher resources:

<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>

Web based resources:

<http://www.njamistadcurriculum.net/>

Below is instructional content and/or activities during the year that engage Audubon students in equity based topics specifically related to persons with disabilities/LGBTQ contributions, Amistad, and the Holocaust.

Course: World History			
Unit	Persons w/ disabilities / LGBTQ contributions	Amistad	Holocaust
1		Mansa Musa I	Ercole dei Fedeli (aka Salomone da Sesso)
2	Sir Francis Bacon Frederick The Great	Toussaint L'Ouverture	
3	Oscar Wilde	Menelik II	Benjamin Disraeli Theodor Herzl
4	Franklin D. Roosevelt Alan Turing	Haile Selassie Kwame Nkrumah Steven Biko	Elie Wiesel Bielski brothers Golda Meir