

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		Honors World History	
Unit 1:	Islamic Civilizations	Month:	September
Unit 2:	Renaissance, Reformation, Scientific Revolution	Month:	October/November
Unit 3:	Age of European Exploration	Month:	November
Unit 4:	Age of Absolutism	Month:	November
Unit 5:	Enlightenment and Age of Revolutions	Month:	December
Unit 6:	Industrial Revolution	Month:	January
Unit 7:	Age of Imperialism	Month:	March
Unit 8:	Europe in 1800's	Month:	March
Unit 9:	World War I and Russian Revolution	Month:	April
Unit 10:	World War II and Holocaust	Month:	April
Unit 11:	The Cold War	Month:	May
Unit 12:	The World Today	Month:	May/June
Date Created or Revised:		Summer 2013	
BOE Approval Date:		8/27/2013	

**Pine Hill Public Schools
Curriculum**

Unit Title: Islamic Civilization		Unit #: 1
Course or Grade Level: 11 th Grade World History		Length of Time: 2 and half weeks
Date Created: 3/05/12		BOE Approval Date:
Pacing	2 days on School opening, 2 days on Geography Review, 2 weeks on Islamic Civilization	
Essential Questions	<ul style="list-style-type: none"> • What are the basic teachings of Islam and how does it affect their life and culture? • How and where did Islamic civilization expand? • How did the formation of the Ottoman Empire affect the people of the Middle East and Eastern Europe? 	
Content	<ul style="list-style-type: none"> • World Geography Review • Islamic Empire • Ottoman Empire 	
Skills	<ul style="list-style-type: none"> • Analyze maps and globe • Identify continents, rivers, oceans, countries • Compare and Contrast the Shiites and Sunnis • Identify the various empire in the Middle East 	
Assessments	<ul style="list-style-type: none"> • World History Pre-assessment test • Formative • Check hw • Observation • Oral Review • Cues and Questions • Summative Quizzes Chapter/Unit Tests Benchmarks 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Powerpoints on material • Partner/ Small Group Work • Class Guided Outlines • Study Sheets/summary/outlines • Instructions/ directions given in other ways (spoken, visual) • Graphic organizers • Smartboard activities to review Geography • Map activities • Witness History Video and Audio clips as advanced organizers 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English- reading activities 	
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: Connections to Today (Chapters 11,13) • Primary source reading • Packet reading and questions to review 	

Standard: 6.2 World History/Global Studies

**Strand(s):A. Civics, Government, and Human Rights
C. Economics, Innovation, and Technology**

Content Statement(s): The Emergence of the First Global Age: Interactions and Colonialism	CPI # / CPI(s):6.2.12.A.1.a: Compare and contrast the motivations for and the methods by which various empires (e.g. Ming, Qing, Spanish, Mughal or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Renaissance, Reformation and Scientific Revolution		Unit #: 2
Course or Grade Level: 11 th Grade World History		Length of Time: 1 and half to 2 weeks
Date Created: 3/5/12		BOE Approval Date:
Pacing	2 days on Renaissance, 3 days on Reformation, 2 days on Project, 1 day on Scientific Revolution	
Essential Questions	<ul style="list-style-type: none"> • How did the Renaissance shape European art, thought, and religion? • What effects did the Renaissance have on society? • How did new discoveries in science lead to a new way of thinking for Europeans? 	
Content	<ul style="list-style-type: none"> • Renaissance • Artist of Renaissance • Beginning of Reformation • Martin Luther • John Calvin • Scientific Revolution 	
Skills	<ul style="list-style-type: none"> • Identify where Renaissance started and why. • Construct a foldable on artists of Renaissance and their achievements • Determine the factors that led to the Reformation • Compare and Contrast the teachings of Martin Luther and John Calvin • Formulate how the Renaissance, Reformation and Scientific Revolution are all connected and the effects? 	
Assessments	<ul style="list-style-type: none"> • Formative • Check hw • Observation • Oral Review • Cues and Questions • Summative Quizzes Chapter/Unit Tests Benchmarks 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Powerpoints on Chapter • Class guided outlines • Partner/Group Work • Study Sheets/summary/outlines • Instructions/ directions given in other ways (spoken, visual) • Graphic organizers/ • Witness History Video and audio clips • Peer to Peer teaching on Renaissance artists 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English -Students are going to create newspaper front page on Reformation • English- Students will do peer to peer presentations on Renaissance artists 	
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: Connections to Today (Chapter 14) • Classroom Notes • Internet Sources (Students will pick for project) • Computer Lab- work for projects <p>Project: Newspaper Front-page on Reformation Presentation on Renaissance</p>	

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Standard: 6.2 World History/Global Studies

Strand(s):A. Civics, Government, and Human Rights
 B. Geography, People, and the Environment
 C. Economics, Innovation, and Technology
 D. History, Culture, and Perspective

<p>Content Statement(s): Renaissance, Reformation, Scientific Revolution and Enlightenment</p>	<p>CPI # / CPI(s): 6.2.12.A.2.a: Determine how the principles ideals of the Enlightenment altered political thought in Europe and trace impact over time</p> <p>6.2.12.B.2.A: Relate the geographic location of Italian city states to the fact that Italy was the center of the Renaissance</p> <p>6.2.12.C.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world</p> <p>6.2.12.D.2.b: Determine the factors that led to the Reformation and the impact on European politics</p> <p>6.2.12.D.2.d: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds</p>

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

Pine Hill Public Schools Curriculum	
Unit Title: Age of European Exploration	Unit #3
Course or Grade Level: 11 th Grade World History	Length of Time: 1 week
Date Created: 3/5/12	BOE Approval Date:
Pacing	Ch 15 section 1,3 and Ch. 16 section 1-4
Essential Questions	<ul style="list-style-type: none"> • How did European nations prosper through exploration in the 15th century? • How did European exploration and the slave trade affect the people of Africa? • How did science and technology contribute to exploration?
Content	<ul style="list-style-type: none"> • Colonization of the Americans • Atlantic Slave Trade • Columbian Exchange • Explorers
Skills	<ul style="list-style-type: none"> • Analyze the impact of the slave trade on Africa. • Identify the explorers and their accomplishments • Examine whether slavery is a benefit or detriment to a civilization. • Discuss the European nations colonies • List the new technology that was used in the 15th century
Assessments	<ul style="list-style-type: none"> • Formative • Check hw • Observation • Oral Review • Cues and Questions • Summative Quizzes Chapter/Unit Tests Benchmarks
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Powerpoint on the lesson • Class guided outline • Use of foldable • Study Sheets/summary/outlines • Instructions/ directions given in other ways (spoken, visual) • Graphic organizers • Map activities • Witness History Video and Audio Clips
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English-Students can write an essay on the effects of the Columbian Exchange and distinguish the pros and cons • Map Activities
Lesson resources / Activities	<ul style="list-style-type: none"> • World History : Connections to Today (Ch 15, 16) • Primary source reading
2009 NJCCCS	
Standard: 6.2 World History/Global Studies	
Strand(s): C. Economics, Innovation and Technology D. History, Culture and Perspective	
Content Statement(s): The Emergence of the First Global Age: Global Interactions and Colonialism	CPI # / CPI(s): 6.2.12.C.1. b: Trace the movement of essential

commodities(cotton, sugar) from Asia to Europe to America and determine the impact trade on the New World’s economy and society

6.2.12.C.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia and Africa

6.2.12.D.1.a: Assess the political, social, and economic impact of the Columbian exchange of animals, plants ideas and pathogens

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

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: Age of Absolutism 1550-1800	
Unit #4	
Course or Grade Level: 11 th Grade World History	Length of Time: 2 weeks
Date Created: 3/5/12	BOE Approval Date:
Pacing	2 weeks for Ch17, 2 days of review for benchmark and 2 days of benchmarks
Essential Questions	<ul style="list-style-type: none"> • What effects did absolute monarchs have on their countries? • What political, economic and theological factors challenged the Catholic Church? • How do revolutions change society?
Content	<ul style="list-style-type: none"> • French Monarchs • British Monarchs • Glorious Revolution • English Civil War • Thirty Years War • Russian Monarchs • Spanish Power
Skills	<ul style="list-style-type: none"> • Identify causes and effects of the Glorious Revolution • Outline causes and effects of the English Civil War
Assessments	<ul style="list-style-type: none"> • Formative • Check hw • Observation • Oral Review • Cues and Questions • Summative Quizzes Chapter/Unit Tests Benchmarks
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Powerpoints on material • Class Guided Outline • Creation of outline by students • Study Sheets/summary/outlines • Instructions/ directions given in other ways (spoken, visual) • Graphic organizers • Smartboard activities • Witness History Video and Audio Clips
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • English- Writing skills for short answer and essay
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: Connections to Today (Ch 17)
2009 NJCCCS	
Standard:6.2 World History/Global Studies	
Strand(s):A. Civics, Government, and Human Rights	
Content Statement(s): Renaissance, Reformation, Scientific Revolution, and Enlightenment	CPI # / CPI(s): 6.2.12.A.2.c 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

<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Enlightenment and Age of Revolutions		Unit #: 5
Course or Grade Level: 11 th Grade World History		Length of Time: 3 weeks
Date Created: 3/5/12		BOE Approval Date:
Pacing	4-5 days on Enlightenment, week and half on French revolution, 1 week on Napoleon	
Essential Questions	<ul style="list-style-type: none"> • How does one apply scientific knowledge and reasons to the issues of law and government? • How do the Enlightenment ideas pose a challenge to established laws? • AS Enlightenment ideas spread across Europe, what kinds of cultural and political changes happened? • How did the rise of Napoleon in revolutionary France affect the continent? 	
Content	<ul style="list-style-type: none"> • Enlightenment thinkers • Causes and effects of French Revolution • Age of Napoleon 	
Skills	<ul style="list-style-type: none"> • Identify major people of the Enlightenment • Analyze the ideas of the Enlightenment • Trace how the ideas of the Enlightenment lead to French and American Revolutions • Discuss the reign of Terror • How did Napoleon’s rise to power impact France 	
Assessments	<ul style="list-style-type: none"> • Formative • Check hw • Observation • Oral Review • Cues and Questions • Summative Quizzes Chapter/Unit Tests Benchmarks 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Powerpoints on material • Class Guided Outline • Creation of outline by students • Study Sheets/summary/outlines • Instructions/ directions given in other ways (spoken, visual) • Graphic organizers- advanced organizers, KWL charts • Smartboard activities • Witness History Video and audio clips used as an Advanced organizer • 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English- Students will create a report and present to the class on a person from the Enlightenment. • Map Activities • Essay- Compare and Contrast the French and American Revolutions • Primary source reading- Les Miserables 	
Lesson resources / Activities	<ul style="list-style-type: none"> • World History :Connections to Today(Chapters 18,19) • History Channel “ French Revolution” 	

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Standard: 6.2 World History/Global Studies

Strand(s):A: Civics, Government, and Human Rights

Content Statement(s): Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact

CPI # / CPI(s):
6.2.12.A.3.a: Explain how and why various ideals (liberty, popular sovereignty, natural rights, democracy) became the driving forces for reforms and revolutions
6.2.12.A.3.b: Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Industrial Revolution		Unit #: 6
Course or Grade Level: 11 th Grade World History		Length of Time: 3 weeks
Date Created: 3/5/12		BOE Approval Date:
Pacing		
Essential Questions	<ul style="list-style-type: none"> • What factors lead to the beginning of the Industrial Revolution? • How did the Industrial revolution lead to political and social changes? • How does the Industrial Revolution still impact the world today? 	
Content	<ul style="list-style-type: none"> • Socialism/Urbanization • Communication/Transportation Changes • Technological Changes • 	
Skills	<ul style="list-style-type: none"> • Identify the causes and effects of the Industrial Revolution • Analyze how the Industrial Revolution changes the lives of workers • Trace how the Industrial Revolution lead to the rise of socialism and communism • What technological, social, economic, and cultural changes occurred as the Industrial Revolution took hold? 	
Assessments	<ul style="list-style-type: none"> • Formative • Check hw • Observation • Oral Review • Cues and Questions • Summative Quizzes Chapter/Unit Tests Benchmarks 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Powerpoints on Chapter • Class guided outlines • Partner/Group Work • Study Sheets/summary/outlines • Instructions/ directions given in other ways (spoken, visual) • Graphic organizers/Flowchart • Witness History Video and Audio Clips 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • English- Explanatory essay on one of the theories discussed in this unit • English- Explanatory essay on why the Industrial revolution is considered to be a “revolution”. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: Connection to Today (Ch. 20,22) • 	

2009 NJCCCS

Standard: 6.2 World History/Global Studies

**Strand(s): B. Geography, People, and the Environment
C. Economics, Innovation, and Technology**

Content Statement(s): Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact

CPI # / CPI(s): 6.2.12.B.3.b- Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment

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

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Age of Imperialism		Unit #: 7
Course or Grade Level: 11 th Grade World History		Length of Time: 3 weeks
Date Created: 3/5/12		BOE Approval Date:
Pacing		
Essential Questions	<ul style="list-style-type: none"> • How did Western industrial powers gain global empires? • How did the imperialist European powers claim control over most of Africa by the end of the 1800's? • 	
Content	<ul style="list-style-type: none"> • Imperialism in Africa • Imperialism in Asia 	
Skills	<ul style="list-style-type: none"> • Analyze the causes of the “ New Imperialism” • Understand the causes and effects of British imperial policies. • Explain how the internal problems in China contribute to western exploitation. • Identify and discuss how western powers use diplomacy and war to gain power in China 	
Assessments	<ul style="list-style-type: none"> • Formative • Check hw • Observation • Oral Review • Cues and Questions • Summative Quizzes Chapter/Unit Tests Benchmarks 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Powerpoints on Chapter • Class guided outlines • Partner/Group Work • Study Sheets/summary/outlines • Instructions/ directions given in other ways (spoken, visual) • Graphic organizers 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities 	
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: Connections to Today (Ch.25) • 	

2009 NJCCCS

Standard: 6.2 World History/Global Studies

**Strand(s):B. Geography, People, and the Environment
C- Economics, Innovations, and Technology**

Content Statement(s): Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact

CPI # / CPI(s): 6.2.12.B.3.a Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

6.2.12.C.3.e- Assess the impact of imperialism on economic development in Africa and Asia

<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Unit Title: Age of Nationalism	Unit #: 8
Course or Grade Level: 11 th Grade World History	Length of Time: 3 weeks
Date Created: 3/5/12	BOE Approval Date:
Pacing	
Essential Questions	<ul style="list-style-type: none"> • How did nationalism begin to change the rule of Austrian, Russian and Ottoman Empires? • What factors lead to the various independent German states of Europe uniting? • How did nationalism lead to the development of independent nations in Latin America?
Content	<ul style="list-style-type: none"> • German Unification • Italian Unification • Decline of multi-ethnic empires • Rise of nationalism • Latin America
Skills	<ul style="list-style-type: none"> • Identify events that fostered German unification • Identify the events that fostered Italian unification • Describe major obstacles to progress in Russia • Analyze the effects of nationalism in Latin America during the 1800's.
Assessments	<ul style="list-style-type: none"> • Formative • Check hw • Observation • Oral Review • Cues and Questions • Summative • Quizzes • Chapter/Unit Tests • Benchmarks
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Powerpoints on Chapter • Class guided outlines • Partner/Group Work • Study Sheets/summary/outlines • Instructions/ directions given in other ways (spoken, visual) • Graphic organizers
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • English- Expository Writing
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: Connections to Today (Ch. 21,23) •
2009 NJCCCS	
Standard: 6.2 World History/Global Studies	
Strand(s): A. Civics, Government, and Human Rights	
Content Statement(s): Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact	CPI # / CPI(s): 6.2.12.A.3.a- Explain how and why various ideals(e.g. liberty, popular sovereignty natural rights, democracy, and nationalism) became driving forces for reforms and revolutions

<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: World War I and Russian Revolution	Unit #:9
Course or Grade Level: 11 th Grade World History	Length of Time: 2-3 weeks
Date Created: 3/5/12	BOE Approval Date:
Pacing	
Essential Questions	<ul style="list-style-type: none"> • How did the system of alliances in Europe contribute to the start of World War I? • What changes in warfare developed in World War I? • How might the aftermath of war lay the groundwork for future conflicts? • What factors led to the czarist regime in Russia and the rise of the Bolsheviks?
Content	<ul style="list-style-type: none"> • World War I • Russian Revolution • Treaty of Versailles • Formation of Soviet Union
Skills	<ul style="list-style-type: none"> • Identify causes and effects of World War I • Discussed new types of warfare used in World War I • Identify the concept of total war • Theorize the effects of the Treaty of Versailles • Trace the rise of Lenin and Stalin and their impact on Russia
Assessments	<ul style="list-style-type: none"> • Formative • Check hw • Observation • Oral Review • Cues and Questions • Summative Quizzes Chapter/Unit Tests Benchmarks Pre-assessment quiz on World War I
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Powerpoints on Chapter • Class guided outlines • Partner/Group Work • Study Sheets/summary/outlines • Instructions/ directions given in other ways (spoken, visual) • Graphic organizers • Witness History Video and Audio Clips

Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Geography- Map Project on Before and After the War
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: Connections to today (Ch. 27,28)

2009 NJCCCS

Standard: 6.2 World History/Global Studies

Strand(s)): A: Civics, Government, and Human Rights
B: Geography, People, and the Environment
C: Economics. Innovation, and Technology
D: History, Culture, and Perspectives

Content Statement(s): Half Century of Crisis and Achievement: The Era of Great Wars	CPI # / CPI(s): 6.2.12.b.4.a: Determine the geographic impact of World War I by comparing and contrasting the boundaries of the world in 1914 and 1939 6.2.12.D.4.a: Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism and alliance led to World War I 6.2.12.D.4.b: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations 6.2.12.D.4.c Access the causes of revolution in the 20th century and determine the impact on global politics

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21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

Pine Hill Public Schools Curriculum

Unit Title: World War II and Holocaust	Unit #: 10
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Course or Grade Level: 11 th Grade World History	Length of Time: 3 weeks
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Date Created: 3/5/12	BOE Approval Date:
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Pacing	
Essential Questions	<ul style="list-style-type: none"> • What factors lead to the rise of the Nazi Party and Adolf Hitler in Germany in the 1920's? • What effects did the unchecked acts of aggression have during the 1930's? • What are the causes and effects of World War II? • What led to the Holocaust?
Content	<ul style="list-style-type: none"> • Decline of Democracies • World War II • Holocaust • Genocide • Japanese Asian War
Skills	<ul style="list-style-type: none"> • Identify the major leaders of the countries involved in World War II • Cause and Effect graphic organizer on World War II • Nanking Massacre and its effects • Analyze the Holocaust • Debate the use of nuclear weapons in Japan
Assessments	<ul style="list-style-type: none"> • Formative • Check hw • Observation • Oral Review • Cues and Questions <ul style="list-style-type: none"> • Summative Quizzes Chapter/Unit Tests Benchmarks Pre-assessment quiz on World War II and Holocaust
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Powerpoints on Chapter • Class guided outlines • Partner/Group Work • Study Sheets/summary/outlines • Instructions/ directions given in other ways (spoken, visual) • Graphic organizers- Cause and effect organizer on World War II and aftermath of war • Witness History Video and Audio Clips
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English- reading of novel Night • English- create a poem about experience in the Holocaust • Debate- Dropping the atomic bomb • English/History- Students will make a poster mobilizing for peace but direct it for presents times at Overbrook
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: Connections to Today (Ch. 31) • Powerpoint on Holocaust • Novel Reading – Night • Videos- Schindlers List, Boy in Striped Pajamas, Hitler's Family. Oprah Special "Elie Wiesel"

2009 NJCCCS

Standard: 6.2 World History/Global Studies

Strand(s): A: Civics, Government, and Human Rights

B: Geography, People, and the Environment

C: Economics, Innovation, and Technology

D: History, Culture, and Perspectives

Content Statement(s): Half Century of Crisis and Achievement: The Era of Great Wars

**CPI # / CPI(s):
6.2.12.A.4.s Explain the rise of fascism and spread of communism in Europe and Asia**

6.2.12.A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma, and Jews, as well as the mass extermination of Ukrainians and the Chinese

6.2.12. C.4.b Compare and contrast World War I and II in terms of technological innovations and social impact.

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Curriculum**

Unit Title: Cold War		Unit #: 11
Course or Grade Level: 11 th Grade World History		Length of Time: 2 and half weeks
Date Created: 3/5/12		BOE Approval Date:
Pacing		
Essential Questions	<ul style="list-style-type: none"> • How did the Cold War develop and how did it shape political, and economic life in individual nations • What were the military and political consequences of the Cold War in the Soviet Union, US and Europe? • How did the US, Western Europe and Japan achieve economic prosperity and strengthen democracy during the Cold War years? 	
Content	<ul style="list-style-type: none"> • Aftereffects of World War II • Cold War • Berlin Wall • NATO/Warsaw Pact • Nuclear Age • Bay of Pigs Invasion • Cuban Missile Crisis 	
Skills	<ul style="list-style-type: none"> • Analyze the causes and effects of the Cold War • Identify leaders of countries • Comprehend the rebuilding of Europe • 	

Assessments	<ul style="list-style-type: none"> • Formative • Check hw • Observation • Oral Review • Cues and Questions <ul style="list-style-type: none"> • Summative Quizzes Chapter/Unit Tests Benchmarks
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Powerpoints on Chapter • Class guided outlines • Partner/Group Work • Study Sheets/summary/outlines • Instructions/ directions given in other ways (spoken, visual) • Graphic organizers • Witness History Video and Audio Clips
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Geography-Map Project labeling NATO/Warsaw Pact, new nations emerging in Cold War and division of Russia
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: Connections to Today (Ch. 32, Ch 33 section 4, Ch 34 section 3,4, Ch 35) • Packet Reading on Cold War • Video “ Rise and Fall of Berlin Wall” • Video “ Thirteen Days”

2009 NJCCCS

Standard: 6.2 World History/Global Studies

Strand(s):A: Civics, Government , and Human Rights
B: Geography, People and the Environment
C: Economics, Innovation, and Technology

Content Statement(s): The 20th Century Since 1945: Challenges for the Modern World

CPI # / CPI(s):
6.2.12.B.5.a: Determine the impact of geography on decisions made by the Soviet Union and US to expand and protect their spheres of influence

6.2.12.B.5.b: 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.C.5.a: Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: The World Today	Unit #: 12
Course or Grade Level: 11 th Grade World History	Length of Time: 2- 3 weeks
Date Created: 3/5/12	BOE Approval Date:
Pacing	
Essential Questions	<ul style="list-style-type: none"> • What social, political, and economic changes have occurred in Europe since the end of the Cold War? • What are the causes and effects of the Arab-Israeli conflict? • What ethnic and religious conflicts in the world today pose a threat to stability?
Content	<ul style="list-style-type: none"> • Emergence of Modern Day Middle East • Globalization • Regional and ethnic conflicts • Rise of Islamic Fundamentalism • Rise of Terrorism
Skills	<ul style="list-style-type: none"> • Identify the origins of Arab-Israeli conflicts • Analyze the impact of land transfers that occurred during the various Arab-Israeli wars • Summarize the diversity of the Middle East and the political challenges it has faced
Assessments	<ul style="list-style-type: none"> • Formative • Check hw • Observation • Oral Review

	<ul style="list-style-type: none"> • Cues and Questions • Summative Quizzes • Chapter/Unit Tests • Benchmarks
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Powerpoints on Chapter • Class guided outlines • Partner/Group Work • Study Sheets/summary/outlines • Instructions/ directions given in other ways (spoken, visual) • Graphic organizers
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Geography- Map on Middle East
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: The Modern Era by Ellis and Esler Ch. 19,20 • Packet reading on Middle East

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Standard: 6.2 World History/Global Studies

Strand(s): A: Civics, Government and Human Rights
C: Economics, Innovation and Technology
D: History, Culture, and Perspectives

Content Statement(s): Contemporary Issues

CPI # / CPI(s): 6.2.12.A.6.d- Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/ or nationalist differences

6.2.12.A.6.c- Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.

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21st Century Skills

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Media Literacy	ICT Literacy	Life and Career Skills	