

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		World History	
Unit 1:	Asian and 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:	Insutrial Revolution	Month:	January
Unit 7:	Age of Imperialism	Month:	February
Unit 8:	Euorpe 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:		May 2012	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools
Curriculum**

Unit Title: Asian and Islamic Civilization		Unit #: 1
Course or Grade Level: 11 th Grade World History		Length of Time: 2 and half weeks
Pacing	2 days on School opening, 2-3 days on Geography Review, 2 weeks on Asian and 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"> • 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 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English- reading activities • Map Exercises – Identify places on a map 	
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: Modern Era Part 3(section 4,6) 	
2009 NJCCCS		
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:	11th Grade World History	Length of Time: 1 and half to 2 weeks
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 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • English -Students are going to create newspaper front page on Reformation • OR • Students will give a presentation on a person from the Renaissance 	
Lesson resources / Activities	<ul style="list-style-type: none"> • World History Modern Era Ch 1(section 1-5) • Classroom Notes • Internet Sources (Students will pick for project) <p>Project: Newspaper Front-page on Reformation</p>	

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 Perspective

Content Statement(s): Renaissance, Reformation, Scientific Revolution and Enlightenment

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

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

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

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

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

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
Pacing	Ch 2 section 1,3 and Ch. 3 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 	
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 : the Modern Era by Ellis and Esler (Ch 2 and 3) 	

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		Unit #4
Course or Grade Level: 11 th Grade World History		Length of Time: 2 weeks
Pacing	2 weeks for Ch 4, 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 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities 	
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: The Modern Era by Ellis and Esler (Ch 4) 	

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
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21st Century Themes

Global Awareness	Financial, Economic,	Civic Literacy	Health Literacy
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			Business, and Entrepreneurial 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
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 • 	
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 	
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 	
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: The Modern Era by Ellis and Esler Ch. 5, 6 • History Channel “ French Revolution” 	

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 (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			
<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: Industrial revolution		Unit #: 6
Course or Grade Level: 11 th Grade World History		Length of Time: 3 weeks
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 • Discuss the changes in communication and transportation 	
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: The Modern Era by Ellis and Esler Ch. 7, 9 • Video on Industrial Revolution 	

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

<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: Age of Imperialism		Unit #: 7
Course or Grade Level: 11 th Grade World History		Length of Time: 3 weeks
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. 	
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: The Modern Era by Ellis and Esler Ch. 12, 13 • 	
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		

**Pine Hill Public Schools
Curriculum**

Unit Title: Age of Nationalism		Unit #: 8
Course or Grade Level: 11 th Grade World History		Length of Time: 3 weeks
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: The Modern Era by Ellis and Esler Ch.10 ,11, 15 	

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

	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
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 	
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 • Geography- Map Project on Allied and Central Powers 	
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: The Modern Era by Ellis and Esler Ch.14 	

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

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
Course or Grade Level:	11 th Grade World History	Length of Time: 3 weeks
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 	
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"> • English- reading of novel Night and test • Write a poem describing the Holocaust 	
Lesson resources / Activities	<ul style="list-style-type: none"> • World History: The Modern Era by Ellis and Esler Ch. 17 • 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

<p>Content Statement(s): Half Century of Crisis and Achievement: The Era of Great Wars</p>	<p>CPI # / CPI(s): 6.2.12.A.4.s Explain the rise of fascism and spread of communism in Europe and Asia</p> <p>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</p> <p>6.2.12. C.4.b Compare and contrast World War I and II in terms of technological innovations and social impact.</p>
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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: Cold War

Unit #: 11

Course or Grade Level: 11th Grade World History

Length of Time: 2 and half weeks

Pacing

Essential Questions

- 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

- Aftereffects of World War II
- Cold War
- Berlin Wall
- NATO/Warsaw Pact
- Nuclear Age
- Bay of Pigs Invasion
- Cuban Missile Crisis

Skills

- Analyze the causes and effects of the Cold War
- Identify leaders of countries
- Comprehend the rebuilding of Europe

Assessments

- Formative
- Check hw
- Observation
- Oral Review
- Cues and Questions

- Summative
- Quizzes
- Chapter/Unit Tests
- Benchmarks

Interventions / differentiated instruction

- 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

- Geography-Map Project labeling NATO/Warsaw Pact

Lesson resources / Activities

- World History: The Modern Era by Ellis and Esler Ch.18
- 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	
<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: The World Today		Unit #: 12
Course or Grade Level: 11 th Grade World History		Length of Time: 2- 3 weeks
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 • 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 	

2009 NJCCCS

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.

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		