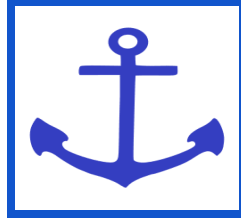


Ocean Academy Charter High School
Curriculum Guide
Grade 9



Original Adoption:	August 2024
Created by:	Stephen Nichol & Amy LaBarca

Ocean Academy Charter High School Social Studies Curriculum	
Content Area: Social Studies	
Course Title: World History	
Grade Level: Grade 9	
Unit Title	Pacing Guide in Days
<u>Unit 1-Era 1</u> Renaissance, Reformation, Scientific Revolution, and Enlightenment Holocaust, Amistad, AAPI, Climate Change, Diversity and Inclusion	18 Days
<u>Unit 2-Era 2</u> The Emergence of the First Global Age Holocaust, Amistad, AAPI, Diversity and Inclusion	18 Days
<u>Unit 3-Era 3</u> The Age of Revolutions Holocaust, Amistad, AAPI, Climate Change, Diversity and Inclusion	18 Days
<u>Unit 4-Era 4</u> A Half-Century of Crisis and Achievement (1900-1945) Holocaust, Amistad, LGBTQ, Diversity and Inclusion	18 Days
<u>Unit 5-Era 5</u> The 20th Century Since 1945 (1945-Today) Holocaust, Amistad, AAPI, Climate Change, LGBTQ Diversity and Inclusion	18 Days

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Ocean Academy Charter High School Unit 1 Overview	
Content Area: Social Studies World History	
Unit Title: Unit 1-Era 1. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)	Duration: 15 Days
Target Course/Grade Level: Grade 9	
Introduction/Unit Focus/Content Statements: The ideas that emerged during the Renaissance, Scientific Revolution, Reformation, and Enlightenment sparked significant political, economic, and cultural transformations that continue to influence the world today. The Renaissance, with its focus on humanism and the rediscovery of classical knowledge, encouraged a new way of thinking about art, science, and the individual. The Scientific Revolution further challenged traditional views of the universe, promoting reason and observation as key tools for understanding the natural world. Similarly, the Reformation broke led to religious reform and the rise of Protestantism, which reshaped European societies. Meanwhile, the Enlightenment emphasized reason, individual rights, and the idea of government by consent, which laid the foundation for modern democracy and political philosophy. Together, these movements sparked change in society, leading to the development of new ideas about government, science, religion, and culture that have had a profound and lasting impact on the modern world.	
Disciplinary Concepts for the Unit Standard 9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Standard 9.4 Life Literacies and Key Skills This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. Standard 8.1 Computer Science	

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Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

NJ Amistad Commission Curriculum

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

NJ Holocaust Curriculum Guides and Materials

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

New Jersey Student Learning Standards: [Climate Change Mandate](#)

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Primary Interdisciplinary Connections: English Language Arts	
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Content Standards: New Jersey Student Learning Standards for Social Studies	
6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
CORE IDEA	PERFORMANCE EXPECTATIONS
Geographic data can be used to analyze variations in the spatial patterns.	6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century. AMISTAD, AAPI, Holocaust
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. CLIMATE CHANGE
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy. AAPI
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society. AMISTAD 6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. AMISTAD 6.2.12.GeoGE.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

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Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest. 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. AMISTAD 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict. AMISTAD 6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. AMISTAD, Holocaust
There are multiple and complex causes and effects of historical events.	6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires. AAPI
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). AMISTAD 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies. AMISTAD, Diversity and Inclusion
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
RI.CR.9-10.1.	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.9-10.2.	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.PP. 9-10.5.	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses

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	rhetorical devices to advance a point of view.
RI.MF.9-10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing in History, Science and Technical Subjects	
W.AW.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
W.IW.9-10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of

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	the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WR.9-10.5.	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.
W.SE.9-10.6.	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 (MLA or APA Style Manuals).
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Civic Financial Responsibility Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.	9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
Information and Media Literacy	
Media have embedded values and points of view	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
Creativity and Innovation	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a)

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With a growth mindset, failure is an important part of success.	
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

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acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
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New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets / Objectives

Students will be able to...

- Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.
- Determine the factors that led to the Renaissance and the impact on the arts.
- Identify the contributions of Renaissance artists, Da Vinci and Michelangelo.

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- Assess the impact of the printing press and other technologies developed.
- Pinpoint the themes and techniques that Renaissance artists and writers explored.
- Trace the path of the Renaissance through Europe.
- Paraphrase the themes that humanist thinkers and other writers explored.
- Attach the impact of the Printing Revolution with the onset of the Protestant Reformation.
- State how abuses in the Church spark widespread criticism.
- Relate how Martin Luther and John Calvin challenged Catholic authority and teachings.
- Judge the ideas supported by radical reformers.
- Analyze how the English Reformation differed from Luther and Calvin's challenges to the Church.
- Comprehend the Catholic Church's reforms in response to the Protestant Reformation.
- Assess how new thinkers changed the way people viewed the universe and challenged the authority of the Church.
- Summarize the advances made by Newton and other scientists.

Unit Enduring Understandings

Students will understand that...

- A new world view began in Italy during the 14th century and quickly spread throughout Europe.
- The Renaissance time period contained many achievements and advancements based on the principles of the ancient Mediterranean civilizations.
- The religious turmoil that existed with the Reformations of the 15th and 16th centuries would impact the lives of Europeans forever including; a redistribution of people, an economic shift, a new social order, a focus on science, etc.

Unit Essential Questions

- How did Humanism change the way people thought about the world and about themselves?
- How did daily life change during the Renaissance compare to the Middle Ages?
- What impact did new technologies like the printing press have on Europeans and their daily

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lives?	
Instructional Plan	
Suggested Activities	Resources/Texts
DBQs and Mini-DBQs ➤ Option #1-The Mongols: How barbaric were the “Barbarians?” ➤ Option #2- Sugar Trade-What drove the sugar trade? Making connections between current and past events - cause and effect. Students have a basic understanding of the cultural aspects of Ancient Greece, the Roman Empire, and the Middle Ages. It is a strong suggestion that you revisit that material and give students just enough to reference changes that occurred during the Renaissance. Cause and effect charts (Renaissance, Reformation, and Scientific Revolution) Graphic organizers-development of the Renaissance Compare Renaissance and Middle Ages artwork and discuss the differences in subject and technique. Create a poster that demonstrates the difference between the art of the Middle Ages and the Renaissance by drawing one image with perspective, and one without. Create a table detailing the contributions of artists in spreading the Renaissance beyond Italy. Create a chart to identify the cultural changes made during the Renaissance and the impact each had on the world. Discuss the impact of major scientific and technological developments (i.e. Printing press, Heliocentric theory, and modern medicine) Annotate a variety of <i>secondary</i> and <i>primary source</i> readings.	Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Internet based Materials: Modern World History, Houghton Mifflin Harcourt, Modules 8-9 Text: World History, Chapter 13 Teacher Resource Material DBQ Online (Covers Diversity & Inclusion and Amistad) History Through Art: Renaissance Ideas Influence Renaissance Art (Module 8 Lesson 2) Katherina Zell (Module 9 Lesson 2) and Teresa of Avila (Module 9 Lesson 3)

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Viewpoints Activity: Compare the two <i>primary</i> sources, Galileo: Indictment and Arbitration and Galileo: Letter to Grand Duchess Christiana DBQ: <i>Primary Source</i>-Machiavelli, The Prince, and Founding a Republic, Excerpt from Discourses I, 9, and Lorenzo De Medici: Paternal Advice To A Cardinal (C. 1491) Explanatory writing: Using the <i>primary sources</i> from above, explain how political thought evolved over the course of the 14th and 15th centuries. Timeline: Major events of the religious reformations of the 14th and 15th centuries/ Little Ice Age With the same righteous anger of Martin Luther, make a list of complaints you would like to nail to the door of some authority figure. Create a flowchart that details the course of events leading to the Protestant Reformation. Create a Venn diagram comparing and contrasting the English Reformation and Luther's split with the Catholic Church.	
Create a before and after chart of the Church Before Luther, and after the Catholic Reformation.	
Multilingual Learners: Create a graphic organizer to outline women's role in the Reformation - Provide guided reading and writing in small groups Create a chart detailing each scientist and their significant contribution to society. - Use visuals, labeled classroom materials, and cognates - Pre-teach academic vocabulary using sentence and speaking frames Argumentative Essay: Convince Henry VIII to bring the Catholic church back to England. - Integrate WIDA Can Do Descriptors into lesson scaffolding Expository Essay: Explain the impact of the Reformations on the European people and its political units. - Use screen readers, audio tools, and visual glossaries - Integrate extended time and oral/dictated responses	
Evidence of Student Learning - Integrate culturally relevant texts and technology tools	
Formative Assessments: Students with IEPs or 504 Plans: ➢ Observations	

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- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

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- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

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- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which

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centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Tic-Tac-Toe Choice Board
 - (sometimes called “Think-Tac-Toe”)
 - The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:
 - Identify the outcomes and instructional focus
 - Design 9 different tasks
 - Use assessment data to determine student levels
 - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

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Unit 2 Overview

Content Area: Social Studies World History

Unit Title: Unit 2-Era 2. The Emergence of the First Global Age (1350-1770)

Duration: 15 Days

Target Course/Grade Level: Grade 9

Introduction/Unit Focus/Content Statements:

The exploration and conquest of new territories were driven by various motivations and methods that led to increased global interactions. These efforts brought about different patterns of trade, colonization, and conflicts between nations. Colonization was primarily fueled by the need for access to valuable resources and new markets. However, this often came at a significant cost to the indigenous populations, their cultures, and their environments. As European powers expanded their reach, they imposed their own systems and structures on the lands they colonized, disrupting traditional ways of life and leading to lasting consequences for the native people and ecosystems. This period of exploration and colonization reshaped global trade and created both opportunities and conflicts that would influence the course of history.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

[NJ Amistad Commission Curriculum](#)

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

[NJ Holocaust Curriculum Guides and Materials](#)

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards

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(N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

CORE IDEA

PERFORMANCE EXPECTATIONS

Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good

6.2.12.CivicsPR.2.a: Compare the principal 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. **AAPI Holocaust**
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

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and strive to protect human rights.	French absolute monarchy and the English limited monarchy). Diversity and Inclusion
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	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.
Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	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).
Chronological sequencing serves as a tool for analyzing past and present events.	6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
Complex interacting factors influence people's perspective.	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. Amistad
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
RI.CR.9-10.1.	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.Cl.9-10.2.	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.PP. 9-10.5.	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RI.MF.9-10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in

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	different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing in History, Science and Technical Subjects	
W.AW.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
W.IW.9-10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic

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	writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WR.9-10.5.	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.
W.SE.9-10.6.	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 (MLA or APA Style Manuals).
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Civic Financial Responsibility The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures
Critical Thinking and Problem-solving Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Information and Media Literacy Advanced search techniques can be used with digital and media	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources

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resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.	
Technology Literacy Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6)
Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

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result of differences in a society's economy, politics, and culture.	
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGl.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

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Unit Learning Targets / Objectives

Students will be able to...

- Analyze the factors that made exploration appealing to Europeans.
- Analyze the role of Prince Henry and the School of Navigation in European voyages of exploration.
- Analyze the impact of the Portuguese and Dutch exploration on Eastern Asia and Europe.
- Compare and contrast the reactions of Asian countries to contact with Europeans.
- Summarize the results of the first encounters between the Spanish and Native Americans.
- Evaluate the reason why the Spanish were able to defeat numerically superior opponents in the Americas.
- Diagnose how Spain developed and ruled its empire in the Americas.
- Assess how competition for power affected Europeans and Native Americans in North America.
- Analyze the arrival of the Europeans in Africa, the development of the Atlantic slave trade and the effect of the slave trade on old and new African states.
- Analyze how European exploration led to a global change.
- Identify the impact the commercial revolution and mercantilism had on European economies, and the lives of everyday people.

Unit Enduring Understandings

Students will understand that...

- The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.

Unit Essential Questions

- What motivated Europeans to begin looking for an all-water route to Asia and the Spice Islands?
- How did European exploration impact the people of Europe, Africa, and the Americas?
- How did European exploration impact European and eventually global economies?

Instructional Plan

Suggested Activities

Resources/Texts

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DBQs and Mini-DBQs Making connections between current and past events - cause and effect ➤ Create a chart focusing on the pros and cons of exploration. Divide the class and have them debate on both positions. Digital Research: Using the internet research famous explorers of the 15th and 16th centuries. Create a map outlining early exploration routes accompanied by a key containing a short explanation of the significance of each route. ➤ Create a poster comparing and contrasting the Portuguese and Spanish styles of exploration and conquest. ➤ Pretend that you are a spice merchant in either Europe or Eastern Asia and write a journal entry describing how the Dutch or Portuguese have changed your life. DBQ: Primary Source-Columbus' letter to the King and Queen of Spain, 1494 ➤ Using the primary source above for support write a well developed essay about the importance of investing in sea exploration during the 14th and 15th centuries. ➤ Create a chart comparing and contrasting how people in China and Japan reacted to the arrival of Europeans. In a written response, evaluate the effectiveness of their strategies. ➤ Create a table to show how Europeans treated people in China, Korea, and Japan, and the response they received from each country. ➤ In the first person, write a message to the Aztec king describing the first sighting of a Spanish soldier. ➤ Create a chart of the advantages that the Spanish had over Native Americans, and	Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Internet based Materials: ➤ Modern World History, Houghton Mifflin Harcourt, Modules 8-9 ➤ Text: World History, Chapters 14 and 15 ➤ Teacher Resource Material
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debate which factor was the most important. ➤ Create a pyramid chart that identifies the social structure of the Spanish colonies in the Americas. ➤ Design two posters, one for France and one for England, encouraging settlement in their respective colonies. ➤ Create a flowchart documenting the development of the Atlantic slave trade. ➤ Create a poster that demonstrates the Columbian exchange as a true exchange. ➤ PBL Unit: Encounters between different human civilizations often led to negative consequences. A typical example from history is Europe's colonization of the Americas. Using this as a guide, students will consider the possible consequences of a human encounter with an extraterrestrial civilization and develop recommendations for how such an encounter should take place. ➤ Discussion Questions: Small Group and/or Roundtable - What impact did the Age of Exploration have on the developing global economies of Europe, Africa, and the Americas? - Which elements of the Age of Exploration have lasted through modern times? ➤ PBL Unit- Resource Guide to a Successful Encounter	
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Evidence of Student Learning

Formative Assessments:

- Observations
- Learning/Response Logs/Journals
- Homework
- Constructive Quizzes
- Think Pair Share
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Do Now

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- Varied journal prompts, spelling or vocabulary lists
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Questioning
- Discussion
- Exit/Admit Slips

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, short answer, essay, and visual identification and description questions.

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment

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- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

(When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.
DBQ: Primary Source-Columbus' letter to the King and Queen of Spain, 1494

- Using the primary source above for support, write a well developed essay about the importance of investing in sea exploration during the 14th and 15th centuries.
- Create a chart of the advantages that the Spanish had over Native Americans, and debate which factor was the most important.
- Create a pyramid chart that identifies the social structure of the Spanish colonies in the Americas.

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes

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- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations

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- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

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- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Tic-Tac-Toe Choice Board
 - (sometimes called "Think-Tac-Toe")
 - The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept.

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From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:

- Identify the outcomes and instructional focus
 - Design 9 different tasks
 - Use assessment data to determine student levels
 - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Ocean Academy Charter High School
Unit 3 Overview

Content Area: Social Studies World History

**Unit Title: Era 3. Age of
Revolutions: (1750-1914)**

Duration: 15 Days

Target Course/Grade Level: Grade 9

Introduction/Unit Focus/Content Statements:

This unit focuses on *The Age of Revolutions* – a transformative era in world history that reshaped societies, governments, and the lives of people across the globe. From the mid-18th century to the early 20th century, the world experienced a powerful wave of change driven by ideas of freedom, equality, and human rights.

In this unit, we will explore the major political, social, and economic revolutions that defined this period. Students will examine how the Enlightenment inspired people to challenge traditional authority, leading to landmark events such as the American Revolution, the French Revolution, and the revolutions across Latin America. Through analyzing various nonfiction readings, examining primary source documents, and conducting independent research, students will also trace how these revolutionary ideals spread and evolved into movements for national unification, social reform, and independence throughout Europe and the wider world.

Beyond political change, this period was marked by sweeping economic and technological transformation. The Industrial Revolution fundamentally altered how people worked, lived, and related to one another – fueling both progress and new challenges. Students will explore how industrialization connected the world more closely than ever before, while also intensifying competition, colonization, and inequality.

By the end of this unit, our goal is to understand how the Age of Revolutions set the stage for the modern world – igniting struggles for democracy, reshaping global empires, and planting the seeds of future conflicts and movements.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard

CORE IDEA

PERFORMANCE EXPECTATIONS

Civic and political institutions address social and political problems at the local, state, tribal,

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.

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national, and/or international level.	
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.	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). AMISTAD
Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.	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. AMISTAD
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	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. AMISTAD
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	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.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	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. AMISTAD / AAPi 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. AMISTAD
Resources of an area affect what is produced	6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy

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and opportunities for employment	brought about social, economic, and cultural changes in the world. Climate Change
Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	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
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	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.
To better understand the historical perspective, one must consider historical context.	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. AMISTAD, Holocaust
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	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. AMISTAD, Diversity and Inclusion
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
RI.CR.9-10.1.	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.9-10.2.	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.PP. 9-10.5.	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States,

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	drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RI.MF.9-10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing in History, Science and Technical Subjects	
W.AW.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
W.IW.9-10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections

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	of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WR.9-10.5.	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.
W.SE.9-10.6.	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 (MLA or APA Style Manuals).

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Financial Psychology Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
Information and Media Literacy	
Media have embedded values and points of view	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

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by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	
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New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGl.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

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Knowledge and Skills	
Unit Learning Targets / Objectives <i>Students will be able to...</i> ➤ Identify the characteristics of an absolute ruler. ➤ Explain the growth of Parliament's power in the 17th century. ➤ Compare the government of Britain after the Glorious Revolution with the governments of other European states. ➤ Assess the political structure in Europe during the 17th and 18th centuries. ➤ Predict the reactions of the ordinary people of Europe under the political structure of the 17th and 18th centuries. ➤ Evaluate the impact of the European economies leading up to the Enlightenment movement. ➤ Analyze the role advancements in scientific thought promoted trust in human reason. ➤ Analyze whether censorship hindered or aided the spread of Enlightenment ideas. ➤ Relate how the growth of constitutional government reflected conditions in British society. ➤ Appreciate how Enlightenment ideas influenced the birth of the American republic.	
Unit Enduring Understandings <i>Students will understand that...</i> ➤ Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.	
Unit Essential Questions ➤ How did Enlightenment ideas alter political thought? ➤ What changes were made to European and "American" societies during the Enlightenment era? ➤ Why did England develop a government radically different from other, absolutist states?	
Instructional Plan	
Suggested Activities	Resources/Texts

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DBQs and Mini-DBQs Making connections between current and past events - cause and effect ➤ Create a list of ten rules for a successful absolute monarch ➤ Internet Research: Research the following absolute monarchs and create a graphic organizer to identify each as a ruler in the 17th and 18th centuries. Include their contributions to their respective governments. Charles V, Philip II, Louis XIV, Peter, and Catherine the Great ➤ Create a poster to illustrate the power absolute rulers had over the people of Europe in the 17th and 18th centuries. ➤ Create a cause and effect chart to outline the events and issues that led to the Enlightenment period. ➤ Create a graphic organizer to outline the philosophies of the great Enlightenment thinkers. ➤ Primary source activity: Identify the ideas of John Locke in the preamble to the Declaration of Independence. ➤ Writing Activity: John Locke-Theories of government ➤ After researching John Locke and analyzing a variety of his quotes on government, write a well-developed essay to support or debate his ideas for a well-organized and balanced system of rule. ➤ Research using the internet: The Enlightenment and its lasting impact on global societies and politics. ➤ Research a current event dealing with censorship and write an essay to compare it to the issues of censorship during the enlightenment period. ➤ Argumentative Essay: Reference one or more of the suggested primary source documents to write a letter to the King	Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Internet based Materials: ➤ Modern World History, Houghton Mifflin Harcourt, Modules 8-9 ➤ Text: World History, Chapter 13 ➤ Primary Source Documents: The Two Treaties of Government, Common Sense, The Spirit of the Laws, The Social Contract, and On the Principles of Mercantilism ➤ DBQs and Mini-DBQs ➤ Crash Course and other YouTube Channel video resources ➤ Commonlit ➤ Integration of current events from relevant sources ➤ Medieval Sourcebook
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of England offering suggestions on the restructuring of English government and society.

- The Two Treatises of Government, Common Sense, The Spirit of the Laws, The Social Contract, and On the Principles of Mercantilism

Evidence of Student Learning

Formative Assessments:

- Observations
- Learning/Response Logs/ Journals
- Homework
- Constructive Quizzes
- Think Pair Share
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Do Now
- Varied journal prompts, spelling or vocabulary lists
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Questioning
- Discussion
- Exit/Admit Slips

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.

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- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, short answer, essay, and visual identification and description questions.

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

(When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.

- Create a poster to illustrate the power absolute rulers had over the people of Europe in the 17th and 18th centuries.
- Primary source activity: Identify the ideas of John Locke in the preamble to the Declaration of Independence.

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates

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- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)

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- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.

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- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

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- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Tic-Tac-Toe Choice Board
 - (sometimes called “Think-Tac-Toe”)
 - The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:
 - Identify the outcomes and instructional focus
 - Design 9 different tasks
 - Use assessment data to determine student levels
 - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

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Unit 4 Overview

Content Area: Social Studies World History

Unit Title: Era 4. Half-Century of Crisis and Achievement: (1900-1945)

Duration: 15 Days

Target Course/Grade Level: Grade 9

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Introduction/Unit Focus/Content Statements- Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

NJ Amistad Commission Curriculum

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Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

NJ Holocaust Curriculum Guides and Materials

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

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Content Standards: New Jersey Student Learning Standards for Social Studies

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard

CORE IDEAS

PERFORMANCE EXPECTATIONS

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

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. **AMISTAD**

Governments around the world support universal human rights to varying degrees.

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. **HOLOCAUST**

6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide **HOLOCAUST**

Geographic data can be used to analyze spatial patterns.

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.

Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

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.

Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities

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. **LGBTQ, Diversity and Inclusion**

There are multiple and complex causes and effects of historical events.

6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.

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	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. HOLOCAUST 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. HOLOCAUST, Diversity and Inclusion
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
RI.CR.9-10.1.	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.9-10.2.	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.PP. 9-10.5.	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RI.MF.9-10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing in History, Science and Technical Subjects	
W.AW.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major

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	sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
W.IW.9-10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WR.9-10.5.	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.
W.SE.9-10.6.	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 (MLA or APA Style Manuals).
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	

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Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Information and Media Literacy	
Media have embedded values and points of view	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).
	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
Technology Literacy Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a)

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

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These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets / Objectives

Students will be able to...

- Explain the causes, events and results of WWI and WWII.
- Analyze the economic, social, and political impact of WWI and WWII and the results of the resolutions of each conflict.
- Evaluating the contributions of Alan Turing was the "founder of computer science, mathematician, philosopher, codebreaker, visionary and a gay man-By enabling British intelligence to decode Enigma messages, Alan Turing also enabled the Allies to defeat Adolf Hitler in World War II.
- Evaluate the importance of nations to unify, industrialize and participate in the global economy (i.e. Italy and Germany).
- Assess the impact of new technologies that were part of modern warfare and advantageous to powerful nations (i.e. Germany - submarine) as well as determine the shift to total war that impacted and ended the lives of military and civilians in warring nations.
- Analyze and evaluate primary source documents such as political cartoons, war propaganda, diaries and government policies such as mandatory conscription that encouraged global warfare.
- Compare and contrast historic political maps to determine the nations that emerged in the post war years with the decline of the Ottoman and Austro-Hungarian Empires.
- Define and apply the terms communism, socialism, fascism, capitalism, nationalism, militarism, and alliance to the causes and outcomes of WWI and WWII.
- Analyze the origins of alliances of the twentieth and twenty-first centuries based upon socialist or capitalist ideologies.
- Evaluate how FDR used his affliction with Polio as an advantage. **Diversity and Inclusion**
- Evaluate the intended purposes of the Treaty of Versailles and how the majority of the responsibility for WWI was placed on Germany and how this did not address the main causes of WWI, subsequently leading to WWII.

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- Define genocide and determine the broad scope of various minorities that were targeted, discriminated against, and exterminated throughout the Holocaust. **Holocaust)**
- Explain the intended and unintended social, political and economic implications of new national boundaries established by the treaties that ended World War II.
- Compare and contrast the economic philosophies of leading nations in the Post War (I and II) era with the intent to recover from the global depression.

Unit Enduring Understandings

Students will understand that...

- The First World War was caused by a variety of interrelated factors, and devastated the populations of Europe.
- In response to economic conditions, dictators seized power in many European countries and introduced aggressive policies.
- The Second World War was caused by a variety of interrelated factors, and resulted in the defeat of dictators and the division of Europe into capitalist and communist spheres.
- Deliberate policies and actions led to Genocide in Armenia and the **Holocaust**.

Unit Essential Questions

- What were the causes and effects of World War I?
- Why did many European nations adopt totalitarian governments, and what effect did these changes have on Europe?
- What were the causes and effects of World War II?
- What were the results of racist policies put into place by various countries during this period?

Instructional Plan

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Suggested Activities	Resources/Texts
DBQs and Mini-DBQs Making connections between current and past events - cause and effect ➤ Create a concept web to outline the events that caused WWI. ➤ Label a map to identify European alliances. Use the finished map to make inferences about the impending war. ➤ Create a wartime propaganda poster to illustrate the reactions towards the start of WWI. ➤ Write a reaction paper to a slideshow of photographs taken from the battlefields of WWI. ➤ Create an outline or note taking chart to summarize the events that led to victory for the Allies. ➤ Create graphs to illustrate the costs of war (financial, military casualties, etc.) ➤ Create a photo story or PowerPoint to depict the social changes after WWI (Roaring Twenties) ➤ Listen to jazz music. Have students comment on how the music prompted the social feelings of the 1920s. ➤ Create a sample of abstract art (Picasso) and explain how it reflected the postwar mood. ➤ “Brother Can you Spare a Dime” focus questions (page 891) ➤ Write a reaction paper to excerpts from Gulag, by Anne Applebaum ➤ Analyze Soviet art and contrast the scenes depicted with the realities of life in the Soviet Union. ➤ Analyze a sampling of political cartoons (Subject: Is the War really over?) ➤ Group discussion: Postwar economics and the Great Depression	Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Internet based Materials: ➤ Modern World History, Houghton Mifflin Harcourt, Modules 19-22 ➤ Text: World History, Chapter 22, 24, and 25.1 ➤ Film Clips: Saving Private Ryan

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➤ Create a chart to identify the European dictators of the early 1900s. ➤ Write an essay that compares the policies of two European dictators. ➤ Create a chart to identify the difference between Germany under the Weimar Republic and under Hitler. ➤ Create a Venn diagram that compares and contrasts Mussolini and Hitler. ➤ Create a flowchart beginning with the German invasion of Poland that outlines events leading up to WWII. ➤ Create a diorama to illustrate a key battle of WWII. (Normandy Invasion, Stalingrad, Iwo Jima, etc.)	
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Evidence of Student Learning

Formative Assessments:

- Observations
- Learning/Response Logs/ Journals
- Homework
- Constructive Quizzes
- Think Pair Share
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Do Now
- Varied journal prompts, spelling or vocabulary lists
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Questioning

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- Discussion
- Exit/Admit Slips

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, short answer, essay, and visual identification and description questions.

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

(When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.

- Write a persuasive letter that argues for or against the use of nuclear weapons against Japan.
- Create graphs to illustrate the cost of WWII.

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

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- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

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- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

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- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

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- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Tic-Tac-Toe Choice Board
 - (sometimes called “Think-Tac-Toe”)
 - The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:
 - Identify the outcomes and instructional focus
 - Design 9 different tasks
 - Use assessment data to determine student levels
 - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Ocean Academy Charter High School
Unit 5 Overview

Content Area: Social Studies World History

Unit Title: Era 5. The 20th Century Since 1945: (1945-Today)

Duration: 15 Days

Target Course/Grade Level: Grade 9

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Introduction/Unit Focus/Content Statements

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific/technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

NJ Amistad Commission Curriculum

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

NJ Holocaust Curriculum Guides and Materials

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LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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CORE IDEAS	PERFORMANCE EXPECTATIONS
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	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. Holocaust
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights. Holocaust
There are multiple and complex causes and effects of historical events.	6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures). advances impacts the quality of life in different countries
Changing alliances altered historical events during the mid 20th century.	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).
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	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. LGBTQ
Varying perspectives can give a more comprehensive picture of historical events	6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. HOLOCAUST / AAPI / AMISTAD
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	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. Diversity and Inclusion
Understanding that history is shaped by personal viewpoint and experience	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 Diversity and Inclusion / AMISTAD

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Complex interacting factors influence people's perspective	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. HOLOCAUST/AMISTAD
Evidence from multiple relevant historical sources and interpretations can be applied to a reasoned argument about the past.	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. Climate Change 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/standards/>

Reading History	
RI.CR.9-10.1.	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.9-10.2.	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.PP. 9-10.5.	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RI.MF.9-10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing in History, Science and Technical Subjects	
W.AW.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

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	A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
W.IW.9-10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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W.WR.9-10.5.	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.
W.SE.9-10.6.	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 (MLA or APA Style Manuals).

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Civic Financial Responsibility	
Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.	9.1.12.CFR.2 Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
Information and Media Literacy	
Media have embedded values and points of view	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
	9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

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Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people,

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practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	goods and ideas.
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Knowledge and Skills

Unit Learning Targets / Objectives

Students will be able to...

- Analyze the struggle towards viability of new nations.
- Create propaganda posters advocating for the Cold War from both the U.S. and Soviet perspectives.
- Describe the goals and reasons for the establishment of the United Nations in 1945.
- Analyze how the tenets of the Universal Declaration of Human Rights have been applied since 1948.
- Write an evaluation of the American policy of containment.
- Determine how the Marshall Plan impacted the spread of communism in Europe.
- Compare and contrast the formation and implementation of NATO and the Warsaw Pact.
- Evaluate how global events helped bring about the fall of the Berlin Wall.
- Describe the development and implications of the arms race and the key events of the Cold War era.
- Describe the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China.
- Write about how the Korean and Vietnam conflicts were extensions of the Cold War.
- Trace the struggles for freedom on the Indian subcontinent.
- Analyze the independence movements in Southeast Asia in regions such as the Philippines, Burma, Malaysia, Singapore, and Indonesia.
- Explain the independence movements and struggles to cast off colonial rule in African nations such as Ghana, Kenya, Congo and Angola.
- Analyze how the establishment of the modern state of Israel led to military conflicts resulting from that decision.

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Unit Enduring Understandings

Students will understand that...

- The military, economic, and political consequences of the Cold War in the Soviet Union, Europe and the United States
- The causes and effects of war in Southeast Asia
- The causes and effects of the end of the Cold War
- The consequences of independence in South and Southeast Asia as well as Africa for the region and the world
- The impact of natural resources along with political divisions and autocratic rule on the Middle East
- The reasons why ethnic and religious conflicts have divided some nations
- How nations of the developing world tried to build better lives for their people
- How globalization affects economies and societies around the world
- How poverty, disease, and environmental challenges affect people in the world today
- The threats to national and global security faced by nations today
- The impacts of advances in science and technology on the modern world

Unit Essential Question

- How did political, technological, and social changes interconnect the world in the post-World War II Era?

Instructional Plan

Suggested Activities

DBQs and Mini-DBQs

- Making connections between current and past events (class discussion)
- When Did the Cold War Begin?
 - Organize the class into small groups.
 - Provide each group with copies of Winston Churchill's "Sinews of Peace" speech from 1946 and Joseph Stalin's March 14, 1946 interview in Pravda.

Resources/Texts

- Curriculum development resources/instructional materials/equipment needed teacher resources:
- Houghton Mifflin Harcourt-*World History* 2018
 - NJ Commission on Holocaust Education Genocide Slavery Curriculum guide
 - NJ Amistad Commission Interactive Curriculum
 - Diversity, Equity & Inclusion Educational Resources

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○ Have students read each document and take notes to compare and contrast the two documents. ○ Finally, ask each group to write one or two paragraphs summarizing how Churchill and Stalin each blamed the other for intensifying relations. ➤ Have students complete interactive timeline activities for all modules ➤ Whole Group Close/Reflect: Ask students to imagine they are president of the United States after World War II. What policies would they follow to gain allies? Have them discuss the issues and identify ways in which the United States could influence other countries. The group will debate after presenting their ideas via Canva or Prezi. ➤ Lesson on Colin Powell http://www.njamistadcurriculum.net/history/unit/america-faces-century/content/4033/6996 ➤ African American Troops in the Italo-Ethiopian War http://www.njamistadcurriculum.net/history/unit/new-deal/content/4157/7054 ➤ Rwandan Genocide https://www.nj.gov/education/holocaust/curriculum/materials/docs/holocaust_and_genocide_file2.pdf	Internet based Materials: ➤ Modern World History, Houghton Mifflin Harcourt, Modules
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Evidence of Student Learning

Formative Assessments:

- Observations
- Learning/Response Logs/Journals
- Homework
- Constructive Quizzes
- Think Pair Share
- Group participation
- Notebook assessment

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- Project presentations
- Class discussions
- Do Now
- Varied journal prompts, spelling or vocabulary lists
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Questioning
- Discussion
- Exit/Admit Slips

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, short answer, essay, and visual identification and description questions.

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher

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- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

(When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials

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- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance

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- Use word walls and accessible academic vocabulary tools

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

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- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Tic-Tac-Toe Choice Board
 - (sometimes called "Think-Tac-Toe")
 - The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:
 - Identify the outcomes and instructional focus

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- Design 9 different tasks
- Use assessment data to determine student levels
 - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.