9th Grade World Cultures Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st *century skills, integration of technology, and integration of 21*st *Century Life and Career standards.*

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**
The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District Curriculum	
Content Area: Social Studies	
Course Title: World Cultures	**Grade Level: 9**
Era 1 - The Emergence of the First Global Age: Global Interactions and Colonialism	**6 weeks**
Era 2 - Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)	**6 weeks**
Era 3 - Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750-1914)	**6 weeks**
Era 4 - Half-Century of Crisis and Achievement: The Era of the Great Wars	**8 weeks**
Era 5 - The 20th Century since 1945: Challenges for the Modern World	**6 weeks**
Era 6 - Contemporary Issues	**4 weeks**
Revised: October 2021	**Board Approved: 10/28/21**

Lower Cape May Regional School District 9th Grade World Cultures Curriculum
Era 1 Overview

9th Grade World Cultures

Era 1: The Emergence of the First Global Age: Global Interactions and Colonialism

9th Grade

Unit Summary:

   The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Interdisciplinary Connections:
   New Jersey Student Learning Standards
      English Language Arts/Literacy
         RH.9-10.2   WHST.9-10.7   WHST.9-10.2
         RH.9-10.3   WHST.9-10.8
         RH.9-10.9   WHST.9-10.1
      Visual and Performing Arts
         AR.9-12.1.1.12
         AR.9-12.1.2.12
      Science
         SCI.9-12.5.1.12.A.3
         SCI.9-12.5.1.12.B.c

21st Century Themes, Skills, and Standards:
   1) **Creativity and Innovation**
      ● **Students attempt to recreate key Renaissance artistic techniques.**
   2) **Critical Thinking and Problem Solving**
      ● **Students are forced to create an emergency plan for their mock Renaissance Italian city-state in case of an outbreak of the Plague.**

   3) **Communication and Collaboration**
      ● **Students are asked to find a student from another class and discuss one figure each from the Renaissance, Reformation, and Age of exploration and then journal about**

their experience.
4) **Information Literacy**
   ● **Students analyze the writings of Martin Luther from various points in his life to see the progress of the Protestant Reformation.**
5) **Media Literacy**
   ● **Students use periodicals to compare criticism of new scientific possibilities and worries to criticism of thinkers during the Scientific Revolution.**
6) **Financial, Economic, Business, and Entrepreneurial Literacy**
   ● **Emphasis placed on the revival of Capitalism as well as the Commercial and Price Revolutions.**
7) **Civic Literacy**
   ● **Formation of Communes and Republics in Renaissance Italy.**
   ● **Rise of Nation States and the New Monarchs(Consolidation of power amongst monarchs).**
8) **Health Literacy**
   ● **Impact of Eurasian diseases on the civilizations of the Americas during the Columbian Exchange.**

Technology Integrations:

● **Google Chromebooks/Google Classroom**
● **PowerPoint Presentations**
● **Google Earth**
● **Google Documents**
● **All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.**

Learning Targets

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.
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.

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.
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. 6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. 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.
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. 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. 6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social
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
Understanding the interrelated patterns of change by examining multiple events allows for a clearer	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,

understanding of the significance of individuals and groups.	forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures). 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.

Lower Cape May Regional School District 9th Grade World Cultures Curriculum
Era 2 Overview

Content Area: 9th Grade World Cultures

Era 2: Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

9th Grade

Unit Summary:

Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Interdisciplinary Connections:
   New Jersey Student Learning Standards
     English Language Arts/Literacy
      RH.9-10.2   WHST.9-10.7   WHST.9-10.2
      RH.9-10.3   WHST.9-10.8
      RH.9-10.9   WHST.9-10.1
     Visual and Performing Arts
      AR.9-12.1.1.12
      AR.9-12.1.2.12
     Science
      SCI.9-12.5.1.12.A.3
      SCI.9-12.5.1.12.B.c

21st Themes, Skills, and Standards:
  1) **Creativity and Innovation**
     ● **Students create a movie poster about the achievements of their favorite absolute**

     monarch.
2) **Critical Thinking and Problem Solving**
   ● **Reach the goals of the French Revolution in a non-violent way...is it possible?**
3) **Communication and Collaboration**
   ● **Wiki posting in response to this question: Was the French Revolution inevitable?**
4) **Information Literacy**
   ● **Students compare different accounts of the English conquest of Ireland under Cromwell.**
5) **Media Literacy**
   ● **Compare rhetoric of the French Revolution to criticism of it from outside sources such as English media.**
6) **Life and Career Skills**
7) **Financial, Economic, Business, and Entrepreneurial Literacy**
   ● **Mercantilism, colonialism and their economic consequences.**
8) **Civic Literacy**
   ● **Role of government in a crisis...A review of the French Revolution's Reign of Terror.**
9) **Health Literacy**
   ● **A critique of Absolutism and centralization of power: The consequence of the building of the city of St. Petersburg, Russia.**

Technology Integrations:

- **Google Chromebooks/Google Classroom**
- **PowerPoint Presentations**
- **Google Earth**
- **Google Documents**
- **All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.**

Learning Targets	
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 and strive to protect human rights.	6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa. 6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation

	states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
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

Lower Cape May Regional School District 9th Grade World Cultures Curriculum Era 3 Overview
Content Area: 9th Grade World Cultures
Era 3: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)
9th Grade
Unit Summary: **The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the**

development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Interdisciplinary Connections:
   New Jersey Student Learning Standards
     English Language Arts/Literacy
       RH.9-10.2   WHST.9-10.7   WHST.9-10.2
       RH.9-10.3   WHST.9-10.8
       RH.9-10.9   WHST.9-10.1
     Visual and Performing Arts
       AR.9-12.1.1.12
       AR.9-12.1.2.12
     Science
       SCI.9-12.5.1.12.A.3
       SCI.9-12.5.1.12.B.c

21st Century Themes, Skills, and Standards:

1) **Creativity and Innovation**
   - **Create a visual representation to review the major themes associated with one of the following topics: Industrial Revolution, Nationalism or Imperialism**
2) **Critical Thinking and Problem Solving**
   - **Hold a simulated Indian National Congress debate of whether or not British Imperialist rule in India should continue or end.**

3) **Communication and Collaboration**
   - **With a partner, write a series of letters between siblings who moved from the farm to different cities looking for work during the Industrial Revolution.**
4) **Information Literacy**
   - **Compare the different accounts of the Opium Wars from the British and Chinese perspective.**
5) **Media Literacy**
   - **In a PowerPoint presentation, compare the influences of Western culture in the non-Western world in the nineteenth and the late twentieth centuries**
6) **Life and Career Skills**
7) **Financial, Economic, Business, and Entrepreneurial Literacy**
   - **Create a poster highlighting the positive and negative aspects of one of the following 19th century economic theories: laissez-faire capitalism, socialism, utilitarianism or scientific socialism (communism).**

8) **Civic Literacy**
   - **Compare the constitutions of the German Republic and Meiji Japan during the late 19th century.**
9) **Health Literacy**
   - **Analyze the impact of improved sanitation and medical knowledge in combating the spread of communicable diseases in developed nations.**

Technology Integrations:

- **Google Chromebooks/Google Classroom**
- **PowerPoint Presentations**
- **Google Earth**
- **Google Documents**
- **All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.**

Learning Targets	
Core Idea	**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.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
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).
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.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree

	to which each movement achieved its goals
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.
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. 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.
Resources of an area affect what is produced and opportunities for employment.	6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
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.
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

Lower Cape May Regional School District 9th Grade World Cultures Curriculum   **Era 4 Overview**
Content Area: 9th Grade World Cultures
Era 4: Half-Century of Crisis and Achievement: The Era of the Great Wars
9th Grade
Unit Summary: **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.**

Interdisciplinary Connections:
    New Jersey Student Learning Standards
       English Language Arts/Literacy
          RH.9-10.2   WHST.9-10.7   WHST.9-10.2
          RH.9-10.3   WHST.9-10.8
          RH.9-10.9   WHST.9-10.1
       Visual and Performing Arts
          AR.9-12.1.1.12

AR.9-12.1.2.12
Science
    SCI.9-12.5.1.12.A.3
    SCI.9-12.5.1.12.B.c

21st Century Themes, Skills, and Standards:

1) **Creativity and Innovation**
   - **Create a visual representation to review the major themes associated with one of the following topics: Aggression and Appeasement prior to World War II.**
2) **Critical Thinking and Problem Solving**
   - **In groups, create a peace treaty that merges together the goals of European leaders (France & Great Britain) and President Wilson's (United States) at the Paris Peace Conference after World War I.**
3) **Communication and Collaboration**
   - **With a partner, write a series of letters between siblings who are fighting on different fronts of World War II.**
4) **Information Literacy**
   - **Compare the different accounts of anti-Semitic Nazi persecution from varying perspectives.**
5) **Media Literacy**
   - **In a PowerPoint presentation, analyze the impact of Jazz music as a defining feature of Post-World I culture.**
6) **Life and Career Skills**
7) **Financial, Economic, Business, and Entrepreneurial Literacy**
   - **Create a poster highlighting the various governmental reactions to combat the Great Depression.**
8) **Civic Literacy**
   - **Trace the development of International Law & Justice by creating an interactive timeline from 1900 to 1950.**
9) **Health Literacy**
   - **Analyze and rank the top 5 medical advancements of this era and their impact on the modern world.**

Technology Integrations:

- **Google Chromebooks/Google Classroom**
- **PowerPoint Presentations**
- **Google Earth**
- **Google Documents**
- **All students will use digital tools to access, manage, evaluate, and synthesize information in**

order to solve problems individually and collaboratively and to create and communicate knowledge.

<div align="center">**Learning Targets**</div>

Core Idea	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.
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, [Chinese, the Nazi] Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China. 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
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..

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. 6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars. 6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
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. 6.2.12.HistoryCC.4.e: Explain the role of [colonial] colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
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. 6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war." 6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
To better understand the historical perspective, one must consider historical context.	6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
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.
Evidence from multiple relevant historical	6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.

sources and interpretations can be applied to a reasoned argument about the past.	6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics. 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

Lower Cape May Regional School District 9th Grade World Cultures Curriculum Era 5 Overview
Content Area: 9th Grade World Cultures
Era 5: The 20th Century Since 1945: Challenges for the Modern World
9th Grade
Unit Summary: **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 and 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.**

Interdisciplinary Connections:
   New Jersey Student Learning Standards
     English Language Arts/Literacy
       RH.9-10.2   WHST.9-10.7   WHST.9-10.2
       RH.9-10.3   WHST.9-10.8
       RH.9-10.9   WHST.9-10.1
     Visual and Performing Arts
       AR.9-12.1.1.12
       AR.9-12.1.2.12
     Science
       SCI.9-12.5.1.12.A.3
       SCI.9-12.5.1.12.B.c

21st Century Themes, Skills, and Standards:

1) **Creativity and Innovation**
   - **Listen to Billy Joel's "We Didn't Start the Fire" (Cold War Themes) and create your own song for the post-Cold War world.**
2) **Critical Thinking and Problem Solving**
   - **Hold a simulated UN Assembly meeting to curb the proliferation of nuclear materials in a post 9/11 era.**
3) **Communication and Collaboration**
   - **Hold a videoconference with the class and another class (from a foreign country) to discuss some current and relevant international issue.**
4) **Information Literacy**
   - **Research articles investigating the main issues surrounding the Arab/Israeli conflict.**

5) **Media Literacy**
   - **In a PowerPoint presentation, compare the influences of Western culture in the non-Western world in the nineteenth and the late twentieth centuries.**
6) **Life and Career Skills**
7) **Financial, Economic, Business, and Entrepreneurial Literacy**
   - **Research and analyze the current global impact of the economic crisis of 2008.**
8) **Civic Literacy**
   - **Compare the UN's Universal Declaration of Human Rights with other important historical documents that emphasize the rights of citizens and restraints on the power of the state.**
9) **Health Literacy**
   - **Research and present on the issues surrounding the International community's response to the AIDS Epidemic in Africa.**

Technology Integrations:

- **Google Chromebooks/Google Classroom**
- **PowerPoint Presentations**
- **Google Earth**
- **Google Documents**
- **All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.**

Learning Targets	
Core Idea	**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.
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
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.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	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.
Geographic data helps to analyze variations in spatial patterns	6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
Economic ways of thinking are influenced by economists, economic theories, and	6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism. 6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market

economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman, [etc.]).	economy in China.
Economic globalization affects economic growth, labor markets, [rights of citizens] human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
Chronological sequencing serves as a tool for analyzing past and present events.	6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical context	6.2.12.HistoryCC.5.b: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. 6.2.12.HistoryCC.5.c: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
There are multiple and complex causes and effects of events from the past.	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).
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.5.f: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries. • 6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	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.

Lower Cape May Regional School District 9th Grade World Cultures Curriculum **Era 6 Overview**
Content Area: 9th Grade World Cultures
Era 6: Contemporary Issues
9th Grade
Unit Summary: **Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.**

Interdisciplinary Connections:
   New Jersey Student Learning Standards
     English Language Arts/Literacy
       RH.9-10.2   WHST.9-10.7   WHST.9-10.2
       RH.9-10.3   WHST.9-10.8
       RH.9-10.9   WHST.9-10.1
     Visual and Performing Arts
       AR.9-12.1.1.12
       AR.9-12.1.2.12
     Science
       SCI.9-12.5.1.12.A.3
       SCI.9-12.5.1.12.B.c

21st Century Themes, Skills, and Standards:

2) **Creativity and Innovation**
   - **Listen to Billy Joel's "We Didn't Start the Fire" (Cold War Themes) and create your own song for the post-Cold War world.**
2) **Critical Thinking and Problem Solving**
   - **Hold a simulated UN Assembly meeting to curb the proliferation of nuclear materials in a post 9/11 era.**
3) **Communication and Collaboration**
   - **Hold a videoconference with the class and another class (from a foreign country) to discuss some current and relevant international issue.**
4) **Information Literacy**
   - **Research articles investigating the main issues surrounding the Arab/Israeli conflict.**

5) **Media Literacy**
   - **In a PowerPoint presentation, compare the influences of Western culture in the non-Western world in the nineteenth and the late twentieth centuries.**
6) **Life and Career Skills**
7) **Financial, Economic, Business, and Entrepreneurial Literacy**
   - **Research and analyze the current global impact of the economic crisis of 2008.**
8) **Civic Literacy**
   - **Compare the UN's Universal Declaration of Human Rights with other important historical documents that emphasize the rights of citizens and restraints on the power of the state.**
9) **Health Literacy**
   - **Research and present on the issues surrounding the International community's response to the AIDS Epidemic in Africa.**

Technology Integrations:

- **Google Chromebooks/Google Classroom**
- **PowerPoint Presentations**
- **Google Earth**
- **Google Documents**
- **All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.**

Learning Targets

Core Idea	Performance Expectations
Constitutions, laws, treaties, and	6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global

international agreements seek to maintain order at the national, regional, and international [order] levels of governance	issues.
Governments around the world support universal human rights to varying degrees.	6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences
Human and civil rights support the worth and dignity of the individual.	6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
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.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. • 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
Economic globalization affects economic growth, labor markets, [rights of citizens] human rights guarantees, the environment, resource allocation, income	6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

distribution, and culture	
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.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

Lower Cape May Regional School District 9th Grade World Cultures Curriculum **Evidence of Learning**
Specific Formative Assessments Utilized in Daily Lessons: ● Quizlet and Kahoot online tools ● Chalkboard Splash - Numerous students respond to a prompt/question on the whiteboard at the same time ● Metacognition - At the end of class, have students answer questions similar to… What did we do today? Why did we do it? What did I learn today? How can I apply it? What questions do I still have about it? ● Exit Slip - Hand out a short quiz or a few simple questions such as 3 things I learned today, 2 things I found interesting and 1 questions I still have ● Google Forms - Create an online survey for students to complete. This will get the more introverted students to provide feedback that otherwise wouldn't in the classroom setting. ● Cold-Calling - Use a procedure to ask students questions during instruction that is random and will be sure to include students who do not often volunteer. ● Various other assessments could be used as the discretion of the teacher.
Summative Assessment Utilized throughout Units: ● Quizzes to be done periodically at the discretion of the teacher. ● Unit 1 - The Age of Global Encounters Exam ● Unit 2 - The Age of Revolutionary Change Exam ● Unit 3 - Industrialization and the New Global Age Exam ● Unit 4 - The Era of Great Wars Exam ● Unit 5 - The Modern World Exam
Modifications for ELL's, Special Education, 504, and Gifted and Talented Students: ● Teacher tutoring ● Peer tutoring ● Cooperative Learning Groups

- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:
- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
  Life and Career Standards
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

  CRP1. Act as a responsible and contributing citizen and employee.
  CRP2. Apply appropriate academic and technical skills.
  CRP3. Attend to personal health and financial well-being.
  CRP4. Communicate clearly and effectively and with reason.
  CRP5. Consider the environmental, social and economic impacts of decisions.
  CRP6. Demonstrate creativity and innovation.
  CRP7. Employ valid and reliable research strategies.
  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
  CRP9. Model integrity, ethical leadership and effective management.
  CRP10. Plan education and career paths aligned to personal goals.
  CRP11. Use technology to enhance productivity.
  CRP12. Work productively in teams while using cultural global competence.

Project-based Learning Tasks:

- **A debate, speech, social media campaign, or multimedia presentation on a current event or controversial issue—the more local and personally relevant to students, the better.**
- **Create a museum exhibit about a historical time, place, person, event, or development.**
- **A proposal for a monument that explains a historical event or development.**
- **A simulation of a situation when people in the past, or in the present day, have to solve a problem, make a decision, or advise a leader.**
- **Signage, a podcast, a guided tour, a field guide, or an annotated online map about local history.**

- **An action or service learning project to benefit the community**
- **Additional PBLs may be developed and incorporated at various times throughout the year at teacher's discretion.**

Vocabulary:
- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:
- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

Technology:
- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:

- **Google Chromebooks/Google Classroom**
- **Google Forms**
- **Google Slides**
- **Virtual Journals**
- **Historical Webquests**
- **Google Earth**
- **Google Documents**
- **All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.**

Resources:
- Ancillary resources and materials used to deliver instruction are included below:

  The DBQ Project: What was the Most Important Consequence of the Printing Press?

  Martin Luther's Ninety-Five Theses: http://www.historyguide.org

  Thomas Jefferson: The Declaration of Independence

  The United States Bill of Rights

  John Locke: Two Treatises of Government (H)

Magna Carta (H)

Petition of Right (H)

Interactive Map of Versailles: http://bienvenue.chateauversailles.fr/en/accueil

Video: History Channel: The French Revolution: https://www.Youtube.com

Video: Lost History: Rediscovering the Taino People http://www.youtube.com

Video: Mankind Story of All of Us: Aztecs. History Channel, 2012.

Bartolome De Las Casas In Defense of the Indians. Northern Illinois University Press, 1992. (H)

Alfred W. Crosby, Jr. The Columbian Exchange. Praeger Publishers, 2003. (H)

"The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record," University of Virginia, 2015. http://www.slaveryimages.org

Simon Bolivar: The Proclamation of 1813 (H)

History Alive- Industrialization Unit - Various simulation games, PowerPoints, and primary and secondary source readings and assessments

Simulation Game: The Urban Game. Teacher narrative and collaborative posters on the process of urbanization

Sir Edwin Chadwick. Inquiry into the Condition of the Poor (1842) (H)

History Alive - Imperialism Unit Includes simulation game, group work using primary source images, and lecture materials

Rudyard Kipling. The White Man's Burden. (1899) Colonization and Independence in Africa (4 case studies), The Choices Program, Brown University, 2014. (H)

DBQ: African Actions and Reactions to Scramble for Africa: http://apcentral.collegeboard.com/apc/public/repository/ap09_f rq_world_history.pdf

Modern History Sourcebook: Commissioner Lin: "Letter to Queen Victoria," 1839. https://sourcebooks.fordham.edu/mod/1839lin2.asp

DBQ: Letters From U.S. President Millard Fillmore And U.S. Navy Commodore Matthew C. Perry To The Emperor Of Japan (1852-1853), Asia for Educators, Columbia University.

http://afe.easia.columbia.edu/ps/japan/fillmore_perry_letters.p df

"Great Powers Game": Lead up to WWI. http://www.esuhsd.org/documents/A%20-%20Update%202012/Students%20- %20Parents/Instruction/Curriculum/Simulations_Games.pdf

The DBQ Project: "What Were the Underlying Causes of World War I?"

Woodrow Wilson. The Fourteen Points (1918) (H)

World War II Posters: http://www.loc.gov

Website: http://www.bbc.co.uk./history/worldwars/ This website contains resources on World War II and World War II and the Nazi Genocide

NATO Treaty http://avalon.law.yale.edu/ (H)

Warsaw Pact http://avalon.law.yale.edu (H)

Website: The Cold War Files http://legacy.wilsoncenter.org
Nonproliferation Treaty of 1968 http://www.historywiz.com/primarysources/nonproliferation.html

Webquest: Communism and Containment http://score.rims.k12.ca.us/activity/communism/

American Experience: Race for the Superbomb http://www.pbs.org

Vietnam Online: http://www.pbs.org

The United Nations, http://www.un.org

New York Times Room for Debate, https://www.nytimes.com/roomfordebate

BBC Country Profiles: http://news.bbc.co.uk/1/hi/country_profiles/default.stm

CIA World Factbook, https://www.cia.gov/library/publications/the-world-factbook/

Human Rights Watch, https://www.hrw.org Human Rights Campaign, www.hrc.org

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to

assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)	
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 individual. 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	Students select activities or are assigned an activity that is designed

Learning Style options	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 predetermined 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 (add to list as needed)	
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 wants 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
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.

Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual 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.
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.
Board of Education Approved Text(s)	
●	