Winslow Township School District
World History
Unit 1: The Emergence of the First Global Age

Overview: 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.

Overview	Performance Expectations	Unit Focus	Essential Questions
Unit 1 **The Emergence of the First Global Age**	6.2.12.GeoSV.1.a 6.2.12.GeoPP.1.a 6.2.12.GeoGE.1.a 6.2.12.GeoGE.1.b 6.2.12.GeoGE.1.c 6.2.12.GeoGE.1.d 6.2.12.HistoryCC.1.a 6.2.12.HistoryCC.1.b 6.2.12.HistoryCC.1.c 6.2.12.HistoryCC.1.d 6.2.12.HistoryCC.1.e 6.2.12.HistoryCC.1.f 6.2.12.HistoryCC.1.g WIDA 1,5	• Students will be able to independently use their learning to describe how European voyages of exploration led to European empires in the Eastern and Western Hemisphere and to differentiate between these empires. • Students will be able to independently use their learning to analyze European impacts and distinguish how European colonization of the Americas shaped global economies and societies.	• How did the methods of and motivations for exploration and conquest result in increased global interactions, differing patterns of trade, colonization, and conflict among nations? • How was colonization inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment?
Unit 1: Enduring Understandings	• The search for spices led to global exploration • European exploration affected the people of Africa • European nations built empires in South and Southeast Asia • European encounters in East Asia were shaped by the worldviews of both Europeans and Asians • A small number of Spanish conquistadors conquered huge Native American empires • Spain and Portugal built colonies in the Americas • European struggles for power shaped the North American continent • The Atlantic slave trade shaped the lives and economies of Africans and Europeans • The voyages of European explorers led to the new economic systems of Europe and its colonies		

Curriculum Unit 1	Performance Expectations		Pacing	
			Days	Unit Days
Unit 1: The Emergence of the First Global Age	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.	1	28
	6.2.12.GeoPP.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.	2	
	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.	1	
	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.	2	
	6.2.12.GeoGE.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.	2	
	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.	1	
	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.	1	
	6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.	3	

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	2	
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	2	
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).	3	
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.	3	
Assessment, Re-teach and Extension		5	

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Unit 1 Grade 9	
Core Ideas	**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.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	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.
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.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans
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.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.
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.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 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).
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.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.

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Unit 1 Grade 9
Assessment Plan

- Chapter worksheets - Graphic Organizer - Chapter notes - Political Cartoons - Section quizzes - Unit test - Projects - Open-ended Questions	Alternative Assessments: - Debate - Oral Report - Role Playing - Think Pair Share - Projects - Portfolio - Presentations - Prezi - Gallery Walks

Resources	Activities
- Houghton Mifflin Harcourt World History 2018 - NJ Commission on Holocaust Education - NJ Amistad Commission Interactive Curriculum - Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/	Have students complete multiple timeline activities Online textbook enrichment activities Native American Genocide https://www.nj.gov/education/holocaust/curriculumn/materials/docs/holocaust_and_genocide_file2.pdf Amistad Encomienda Lesson http://www.njamistadcurriculum.net/history/unit/indigenous-civilizations-americas/content/3765/7081 Fall of Incan Civilization Lesson http://www.njamistadcurriculum.net/history/unit/indigenous-civilizations-americas/content/3765/7082 The Pueblo Revolt of 1680 Lesson http://www.njamistadcurriculum.net/history/unit/indigenous-civilizations-americas/content/3765/7427

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Instructional Best Practices and Exemplars	
1. Identifying similarities and differences	6. Cooperative learning
2. Summarizing and note taking	7. Setting objectives and providing feedback
3. Reinforcing effort and providing recognition	8. Generating and testing hypotheses
4. Homework and practice	9. Cues, questions, and advance organizers
5. Nonlinguistic representations	10. Manage response rates

9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
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
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
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

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: ☐ Listen to audio recordings instead of reading text ☐ Learn content from audiobooks, movies, videos and digital media instead of reading print versions ☐ Use alternate texts at lower readability level ☐ Work with fewer items per page or line and/or materials in a larger print size ☐ Use magnification device, screen reader, or Braille / Nemeth Code ☐ Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) ☐ Be given a written list of instructions ☐ Record a lesson, instead of taking notes ☐ Have another student share class notes with him ☐ Be given an outline of a lesson ☐ Be given a copy of teacher's lecture notes ☐ Be given a study guide to assist in preparing for assessments ☐ Use visual presentations of verbal material, such as word webs and visual organizers ☐ Use manipulatives to teach or demonstrate concepts ☐ Have curriculum materials translated into native language

Response accommodations: ☐ Use sign language, a communication device, Braille, other technology, or native language other than English ☐ Dictate answers to a scribe ☐ Capture responses on an audio recorder ☐ Use a spelling dictionary or electronic spell-checker ☐ Use a word processor to type notes or give responses in class ☐ Use a calculator or table of "math facts" ☐ Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: ☐ Work or take a test in a different setting, such as a quiet room with few distractions ☐ Sit where he learns best (for example, near the teacher, away from distractions) ☐ Use special lighting or acoustics ☐ Take a test in small group setting ☐ Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) ☐ Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: ☐ Take more time to complete a task or a test ☐ Have extra time to process oral information and directions ☐ Take frequent breaks, such as after completing a task

Scheduling accommodations: ☐ Take more time to complete a project ☐ Take a test in several timed sessions or over several days ☐ Take sections of a test in a different order ☐ Take a test at a specific time of day

Organization skills accommodations: ☐ Use an alarm to help with time management ☐ Mark texts with a highlighter ☐ Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students
Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations   • Increase one on one time   • Teachers may modify instructions by modeling what the student is expected to do   • Oral prompts can be given.   • Using visual demonstrations, illustrations, and models   • Give directions/instructions verbally and in simple written format.   • Peer Support

English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 ☐ Grades 9-12 WIDA Can Do Descriptors:
  ☐ Listening ☐ Speaking
  ☐ Reading ☐ Writing
  ☐ Oral Language
 Students will be provided with accommodations and modifications that may include:
 • Relate to and identify commonalities in economic practices in students home country
 • Speak and display terminology and movement
 • Teacher Modeling
 • Peer Modeling
 • Label Classroom Materials - Word Walls
	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.
	 • Students can complete extend research outside of the classroom
	 • Inquiry-based instruction
	 • Independent study
	 • Higher order thinking skills
	 • Adjusting the pace of lessons
	 • Interest based content
	 • Project Based Learning
	 • Real world scenarios
	 • Student Driven Instruction
	 • Gifted Programming Standards
	 • Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	 • REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections

CCSSELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Integration of Technology Standards NJSLS 8
8.1.12.F.1- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
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.
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..
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.
8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.