

Verona Public School District Curriculum Overview

Modern World History Honors



Curriculum Committee Members:

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Curriculum Developed:

June 2014

Board Approval Date:

October 21, 2014

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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The major focus of this course is to expand awareness and critical thinking while increasing knowledge about the modern world. The class scope will encompass world activities from the Renaissance epoch to the late 20th century. The course will attempt to promote world citizenship with a study of historical, geographical, political, social, and economic aspects of life around the world. By reading about world histories and cultures, students will learn to recognize and analyze patterns of continuity and change. This course places an emphasis upon challenging activities and questions that promote critical thinking. Emphasis will be placed upon scholarly readings and work from advanced texts.

Prerequisite(s):

8th grade Social Studies with an 8th grade recommendation.

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> X CRP2. Apply appropriate academic and technical skills. X CRP9. Model integrity, ethical leadership, and effective management CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. X CRP6. Demonstrate creativity and innovation. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> X CRP1. Act as a responsible and contributing citizen and employee. X CRP9. Model integrity, ethical leadership, and effective management
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> X CRP4. Communicate clearly and effectively and with reason. X CRP9. Model integrity, ethical leadership, and effective management X CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> X CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. X CRP9. Model integrity, ethical leadership, and effective management

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>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.</i>	9.2: Career Awareness, Exploration & Preparation: <i>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.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> • <i>World History: Connections to Today – The Modern Era</i>, Ellis and Esler (Prentice Hall) • <i>Gandhi</i> (clips) • <i>Danton</i> (film) • <i>The Last Samurai</i> (film) 	<ul style="list-style-type: none"> • World and local maps for all historical periods • Internet Art databases for Renaissance • Madonna and Child painting set for humanism lesson • <i>Complete Works of Leonardo DaVinci</i> • Excerpts from Hobbes, Locke, Rousseau, Montesquieu, Adam Smith • Baroque and Rococo artwork and architecture examples • Baroque and Classical music pieces • Images of the French Revolution • First-hand account of the Storming of the Bastille and Tennis Court Oath • <i>Declaration of the Rights of Man</i> • Excerpts from French Constitution

- Primary Accounts of the Reign of Robespierre
- Images of Napoleon's rule
- French Revolution DBQ
- *Horrible Histories: The French Revolution*
- Chapters from Gombrich *A Little History of the World*
- Excerpts from the Napoleonic Code
- Excerpts from *The Rise of Our East African Empire*
- Excerpts from *The White Man's Burden*
- Excerpts from *The Conquest of Civilization*
- Internet sources for imperialism unit / primary sources
- United Nations and CIA websites
- Imperialism DBQ
- Narrated/Animated maps of start of World War I
- Maps of before/after World War I
- Primary source accounts of Trench Warfare
- Zimmerman Telegram
- World War I era poetry
- World War I propaganda
- *Animal Farm* movie
- Images of Soviet Realism
- World War II Era maps
- First Hand Accounts of World War II
- World War II primary documents: Hitler and Chamberlain
- Holocaust images
- Holocaust accounts
- *The Week*
- *The Economist*
- *The New York Times*
- *Wall Street Journal*
- *Western Civilization: Images and Interpretations*, 2nd Edition, Edited by Dennis Sherman (Alfred A. Knopf)
- *Viewpoints in World History*, Bernard Feder, American Book Company.
- *Last of the Czars* (clips)
- *The Square* (clips)
- www.nytimes.com
- <http://www.history.com/topics/world-war-i>

Unit	Duration	NJCCCS / Common Core Standards	Transfer Goal(s)	Enduring Understandings	Essential Questions
Renaissance and Reformation	3 weeks	<p><i>NJCCCS: (Social Studies)</i></p> <p>6.2.12.C.1.c 6.2.12.C.1.e 6.2.12.A.2.c 6.2.12.B.2.a 6.2.12.B.2.b 6.2.12.C.2.a 6.2.12.D.2.a 6.2.12.D.2.b 6.2.12.D.2.c 6.2.12.D.2.d 6.2.12.D.2.e</p> <p><i>NJCCCS: Technology</i></p> <p>8.1.12.D.3 8.1.12.F.3 8.1.12.E.1</p> <p><i>Common Core:</i> RH.9.1-9 WH.9.1-2,4-10</p>	<p>Students will be able to independently use their learning to</p> <ul style="list-style-type: none"> Analyze the progression of artworks in association with historical context Evaluate future leaders using Machiavellian criteria. 	<p>Students will understand that:</p> <ul style="list-style-type: none"> The interpretation of humanity varies based on cultural and time periods. Major social, political, and economic changes occur as a result of a perceived hardship by individuals, groups, or governments. Religion serves as a moral and legal guide, and thus is a tool of social control. People guide the teachings and policies of the Church. Art is a reflection or response of/to historic trends. Leaders must balance their authority with service to the needs of people and groups. 	<ul style="list-style-type: none"> What does it mean to be human? What causes major social, political, and economic change? How does religion impact individuals and society (and vice-versa)? How do the arts impact the times (and vice-versa)? Why do people seek power? What must government do in order to maintain support of the people?
Enlightenment and its Effects: The French Revolution and the impact of Napoleon	8 weeks	<p><i>NJCCCS: (Social Studies)</i></p> <p>6.2.12.A.2.a 6.2.12.A.2.b 6.2.12.A.2.c 6.2.12.D.2.d 6.2.12.D.2.e</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Effectively utilize the scientific method to analyze historic and modern social and 	<p>Students will understand that:</p> <ul style="list-style-type: none"> The easiest governments to rule are not always best for the people. The arts evolve in concert with social and political changes. 	<ul style="list-style-type: none"> What are the attributes of a fair and effective government? What attributes make something “art?” What causes countries and/or people to demand transformative change? Why do revolutions occur? How does power change people?

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		6.2.12.A.3.a 6.2.12.A.3.c 6.2.12.A.3.e 6.2.12.C.3.c 6.2.12.D.3.a 6.2.12.A.3.b 6.2.12.A.3.d 6.2.12.A.3.f 6.2.12.A.3.g 6.2.12.C.3.d 6.2.12.C.1.c 6.2.12.D.1.a 6.2.12.D.1.b 6.2.12.D.1.c 6.2.12.D.1.e 6.2.12.D.1.f 6.2.12.B.2.b 6.2.12.A.3.b 6.2.12.B.3.c <i>NJCCCS: (Technology)</i> 8.1.12.D.3 8.1.12.F.3 8.1.12.E.1 <i>Common Core:</i> RH.9.1-9 WH.9.1-2,4-10	<p>political issues.</p> <ul style="list-style-type: none"> Apply the themes of Enlightenment thought and writing to a modern context to establish the enduring value of this movement. Analyze how power changes historical and contemporary individuals. 	<ul style="list-style-type: none"> Transformative change results from social, political, and economic problems. Revolutions occur as the result of major social, political, economic, and cultural issues. Power can both improve and corrupt individuals and groups. Leaders can fall as a result of extremism and failure to meet objectives of the people. Competing political philosophies develop and sustain as a result of instability. 	<ul style="list-style-type: none"> What causes the downfall of popular leaders? Why do political philosophies develop?
Industrial Revolution And Advancements	6 weeks	<i>NJCCCS: (Social Studies)</i> 6.1.12.B.6.a 6.1.12.C.6.a	Students will be able to independently use their learning to	Students will understand that: <ul style="list-style-type: none"> Growth of business often has negative social consequences. 	<ul style="list-style-type: none"> What are the effects of business and industrial growth? Why do new economic, social, cultural, and political philosophies and

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<i>in Europe</i>		6.1.12.C.9.a 6.1.12.C.9.c 6.2.12.A.3.a 6.2.12.A.3.e 6.2.12.A.3.f 6.2.12.B.3.b 6.2.12.C.3.a 6.2.12.C.3.b 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.C.3.e 6.2.12.D.3.b <i>Common Core:</i> RH.9.1-9 WH.9.1-2,4-10	<ul style="list-style-type: none"> analyze the (historic and/or contemporary) circumstances beneficial for the introduction of products to markets and the impact on the labor force. Analyze the lasting impact of innovation and social changes with particular focus upon the implications on present day society. 	<ul style="list-style-type: none"> Widening economic gaps lead to political movements. Innovations and developments have associated costs and benefits. There are both intended and unintended results of technology. Changes in economic conditions lead to social, political, and cultural evolution. People seek change when they suffer injustice or have compounding factors of need. Perspective must be taken into consideration when analyzing history. The economy mirrors a living organism in its responses to various stimuli. 	movements evolve or develop? <ul style="list-style-type: none"> What is the price of progress? What are the results of technological innovations on a local and global scale? How do economic changes impact social, political, and cultural institutions? Why does change occur? How does perspective alter one's concept of truth? What does the economy respond to?
<i>Imperialism in Asia and Africa</i>	4 weeks	<i>NJCCCS: (Social Studies)</i> 6.2.12.A.3.a 6.2.12.A.3.b 6.2.12.A.3.c 6.2.12.A.3.d 6.2.12.A.3.e 6.2.12.A.3.g 6.2.12.B.3.a	Students will be able to independently use their learning to... <ul style="list-style-type: none"> Make educated strategic decisions with respect to past and present imperialism. Analyze how historic 	Students will understand that: <ul style="list-style-type: none"> Ethnocentrism and race fuel imperialist tendencies. Countries expand to gain multiple advantages in the global system. Colonized people suffer dehumanizing treatment, 	<ul style="list-style-type: none"> What role does race play in imperialism? Why do countries expand? What are the positive and negative impacts of imperialism for the effected country? How does access to natural resources predicate national behavior?

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		6.2.12.B.3.b 6.2.12.C.3.b 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.C.3.e 6.2.12.D.3.a 6.2.12.D.3.b 6.2.12.D.3.c 6.2.12.D.3.d 6.2.12.D.3.e 6.2.12.D.5.b <i>Common Core:</i> RH.9.1-9 WH.9.1-2,4-10	and modern imperialism has impacted the current state of affairs in effected countries.	but are exposed to increased nationalism and industrial development. <ul style="list-style-type: none"> • Natural resources are necessary for economic and political advancement. • Imperialism had a deleterious effect on colonized people. 	<ul style="list-style-type: none"> • How are cultures impacted by the colonial experience?
World War I and its Aftermath	6 weeks	<i>NJCCCS: (Social Studies)</i> 6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.B.4.a 6.2.12.C.4.b 6.2.12.C.4.c 6.2.12.D.4.a 6.2.12.D.4.b 6.2.12.D.4.d 6.2.12.D.4.f 6.2.12.D.4.i 6.2.12.D.4.j 6.2.12.D.4.k 6.2.12.D.4.l 6.2.12.A.4.a 6.2.12.A.4.b 6.2.12.B.4.c	Students will be able to independently use their learning to... <ul style="list-style-type: none"> • Analyze wartime literature and accounts from past and present to identify enduring themes in the experience of war. • Predict the political situation that will arise in Europe and the world in the wake of the Treaty of Versailles. • identify the social, political, economic, and cultural factors that suggest revolution or 	Students will understand that: <ul style="list-style-type: none"> • Conflict is a result of social, political, cultural, and economic differences. • Conflict is a product of the inability to resolve disputes peacefully. • Technology increases lethality and efficiency. • Alliances can both increase and decrease security. • Progress can increase the quality of life, but also magnify the potential for ham. • Economic instability gives rise to demagoguery. • Wars alter the social, 	<ul style="list-style-type: none"> • What is the root of conflict? • When does conflict come to a point of no return? • How does technology impact the course and outcome of war? • What is the impact of alliances? • What is the price of progress? • How does economic instability contribute to political upheaval? • How do wars impact specific countries? • At what point is military force justified? • What are the roots of cultural ferment? • Is the administration of communism consistent with its stated goals?

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		6.2.12.C.4.a 6.2.12.C.4.b 6.2.12.C.4.d 6.2.12.D.4.c 6.2.12.D.4.d 6.2.12.D.4.e 6.2.12.D.4.g 6.2.12.C.5.b <i>Common Core:</i> RH.9.1-9 WH.9.1-2,4-10	government restructuring by a political leader or government.	political, economic, and social structures of individual countries, often in a negative sense. <ul style="list-style-type: none"> • Military force is justified as an act of defense or in furtherance of nationalist ideals. • Political dislocation results in social and cultural ferment. 	
World War II And its Aftermath	7 weeks	<i>NJCCCS: (Social Studies)</i> 6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.B.4.b 6.2.12.B.4.d 6.2.12.C.4.b 6.2.12.C.4.c 6.2.12.C.4.d 6.2.12.D.4.f 6.2.12.D.4.h 6.2.12.D.4.i 6.2.12.D.4.j 6.2.12.D.4.k 6.2.12.D.4.l 6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.A.5.c 6.2.12.A.5.e 6.2.12.B.5.a 6.2.12.B.5.b	Students will be able to independently use their learning to <ul style="list-style-type: none"> • hypothesize how the course of the war would have differed had the democracies acted earlier, and, ultimately, synthesize effective strategies for political leaders to act upon. • Analyze the deployment or restraint of nuclear arms in furtherance of diplomacy. • analyze how the stability of the Middle East impacts global economic, social, and 	Students will understand that: <ul style="list-style-type: none"> • Armed conflict is a result of social, political, cultural, and economic differences than cannot be solved through diplomacy. • Acts of genocide can increase in scale as a result of industrial advancement for efficiency. • The possibility of wars no longer occurring relies on a level of stability that does not exist in current human condition. • Using history as a model, war is inevitable. • War occurs because future generations become removed from the horrors 	<ul style="list-style-type: none"> • Why does armed conflict occur? • What are the roots of genocide and race-based ideologies? • When can war be ended? • Will there ever be peace? • How can weapons of mass destruction be both positive and negative? • Why has the Middle East historically been contested territory? • What are the ongoing effects of colonialism? • How do occurrences in specific regions impact the global system?

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		6.2.12.B.5.c 6.2.12.B.5.d 6.2.12.B.5.e 6.2.12.C.5.a 6.2.12.C.5.d 6.2.12.C.5.e 6.2.12.C.5.g 6.2.12.D.5.c 6.2.12.A.6.a 6.2.12.A.6.b 6.2.12.A.6.d 6.2.12.B.6.a 6.2.12.C.6.a 6.2.12.C.6.b 6.2.12.C.6.c 6.2.12.C.6.d 6.2.12.C.5.g 6.2.12.D.5.a 6.2.12.D.5.b 6.2.12.A.6.a 6.2.12.A.6.b 6.2.12.A.6.c 6.2.12.D.6.a <i>Common Core:</i> RH.9.1-9 WH.9.1-2,4-10	political interests.	of preceding conflict. <ul style="list-style-type: none"> • The oligarchical nature of communism detracts of ideological origins. • Weapons of mass destruction can both embolden and dissuade possible belligerents. • Enduring disputes involving religion and resources perpetuate the contest over the Middle East. • Colonialism has fostered in widespread poverty and political strife. • Regional difficulties have a worldwide “ripple effect.” 	