

Hillsborough Township Public Schools Curriculum Map

Course Title: World History CP



**HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS**

**Office of Curriculum and Instruction**

**CURRICULUM MAP**

<b>COURSE TITLE</b>	World History CP							
<b>GRADE BAND</b>		K-4		5-6		7-8	X	9-12
<b>DEPARTMENT</b>	Social Studies							
<b>LAST REVISION DATE</b>	August 2022							
<b>BOE APPROVAL DATE</b>	October 10, 2022							

**COURSE OVERVIEW**

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.

This full-year course is a survey of the history and cultures that exist throughout our world. Through the study of various sources about these countries and cultures, interdependence of the world's people is demonstrated. This course emphasizes social studies skills (i.e., locating information using maps, charts, and graphs as well as writing on relevant topics). Emphasis is also placed on improving the reading, writing, and speaking skills of students.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

<b>UNIT OF STUDY</b>	The Regional World 1350-1770 (Emergence of the First Global Age, the Renaissance, Reformation, and Scientific Revolution)
<b>PACING</b>	Marking Period 1 (approximately 45 days)
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● What is authority? How and why did this concept change during this time period?</li> <li>● What causes political boundaries to change?</li> <li>● How do individuals and groups challenge traditional authorities?</li> <li>● What impact does European colonization have on other regions of the world?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.</li> <li>● Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.</li> <li>● Ideas developed during the Renaissance, Reformation, Scientific Revolution, and Enlightenment led to political, economic, and cultural changes that have had a lasting global impact.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Use primary source documents related to the Reformation to analyze historical events and create a thesis statement.</li> <li>● Answer stimulus-based questions to evaluate the global effects of colonization of the “New World,” including those on its indigenous populations.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Entrance/exit ticket</li> <li>● Writing prompt</li> <li>● Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Quiz(zes)</li> <li>● Small group activity</li> <li>● Self and peer assessment</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● HIPP analysis and thesis development about the Reformation</li> <li>● Stimulus-based multiple-choice assessment about exploration and indigenous peoples</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● HIPP analysis and thesis development</li> <li>● Stimulus-based multiple-choice assessment</li> </ul>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)**

*Must include the standard # & verbiage*

- 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.
- 6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 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.
- 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.
- 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 bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- 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.
- 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).
- 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.
- 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).
- 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.
- 6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

- 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).
- 6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- 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.
- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

***Comprehensive Health & Physical Education***

- None.

***Computer Science & Design Thinking***

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

***English Language Arts***

- RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

**Mathematics**

- None.

**Science**

- ESS3.C: Human Impacts on Earth Systems: The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3).

**Visual & Performing Arts**

- None.

**World Languages**

- None.

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

**9.1-Personal Financial Literacy**

- None.

**9.2-Career Awareness, Exploration, Preparation, and Training**

- None.

**9.4-Life Literacies & Key Skills**

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

**CAREERS ASSOCIATED WITH THIS UNIT**

- Diplomat
- Cartographer
- Chemist & Material Scientist
- Lawyer

Hillsborough Township Public Schools Curriculum Map  
Course Title: World History CP

- Teacher

**DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- This unit includes learning Black history (Amistad Curriculum Mandate), discussing indigenous human rights (Holocaust Curriculum Mandate), and the arrival of Asian-Americans and Pacific Islanders to the Americas (Asian-American and Pacific Islander Curriculum Mandate). Specifics include how diverse individuals spread Reformation ideas and how Europeans learned tools for exploration from Asians.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

***Self-Awareness***

- Recognize the importance of self-confidence in handling daily tasks and challenges

***Self-Management***

- Recognize the skills needed to establish and achieve personal and educational goals

***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others

***Relationship Skills***

- Establish and maintain healthy relationships

***Responsible Decision-Making***

- Develop, implement, and model effective problem-solving and critical thinking skills

**MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504***

- Accommodations for all subject areas may be viewed [here](#).

**RESOURCES – *Cited print and electronic sources***

*\*denotes a primary source*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- Aftab, Macksood. "How Islam Influenced Science." *The Islamic Herald* (March, 1995).
- "The Avalon Project." *The Avalon Project*, Yale University. 2008. 8/2/22. <https://avalon.law.yale.edu>.
- Barreiro, Jose. "The Tainos: 'Men of the Good.'" *Northeast Indian Quarterly*, Fall 1990. [http://teamsigmасocialstudies.weebly.com/uploads/2/2/7/0/22708616/reading-men\\_of\\_the\\_good.pdf](http://teamsigmасocialstudies.weebly.com/uploads/2/2/7/0/22708616/reading-men_of_the_good.pdf).
- Barbosa, Duarte. "The Practice of Sati." in *The Book of Duarte Barbosa* (Nedeln, Liechtenstein: The Hakluyt Society, 1967), II, p. 19. *Project Gutenberg*. <https://www.gutenberg.org/files/38253/38253-h/38253-h.htm>.
- Bentley, Jerry H. and Herbert F. Ziegler. *Traditions and Encounters: A Global Perspective of the Past*. Vol. 2. Boston: McGraw-Hill, 2003.
- Bernier, François. "An Account of India and the Great Moghul." 1655. *Internet History Sourcebook*, Fordham University. 1998. 8/2/22. <https://sourcebooks.fordham.edu/india/1655bernier.asp>.
- Bodde, Derk. "Chinese Ideas in the West." *Grandeur of the Qing State*, <https://projects.mcah.columbia.edu/nanxuntu/html/state/>.
- \*Calvin, John. On Predestination.
- Clive, Robert. "Speech in Commons on India." 1772. *Internet History Sourcebook*, Fordham University. 1998. Web. 8/2/22. <https://sourcebooks.fordham.edu/mod/1772clive-india.asp>.
- Columbia University Asia for Educators, <http://afe.easia.columbia.edu/>.
- \*Columbus, Christopher. "Columbus' letter to the King and Queen of Spain."
- \*Columbus, Christopher. Selections from Journal. 1492.
- Crosby, Alfred. W., Jr. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Westport, CT: Greenwood Press, 1972.
- \*Council of Trent. 1545-63.
- Curtin, Philip D. *The Rise and Fall of the Plantation Complex: Essays in Atlantic History*. New York: Cambridge UP, 1990.
- \*D'Avenant, Charles. "An Essay on the East India Trade." 1697.
- \*De Las Casas, Bartolomeo. *A Short Account of the Destruction of the Indies*. 1542.
- Dunn, Ross E. *A World History: Links Across Time and Place*. Evanston, IL: McDougal, Littell, 1988.
- Eisen, Sidney, and Maurice Filler, ed. *The Human Adventure: Readings in World History. Vol. I*. New York: Harcourt Brace Jovanovich, 1964.
- Ellis, Elisabeth Gaynor and Anthony Esler. *World History: Connections to Today*. Upper Saddle River, NJ: Prentice Hall, 1999.
- England, India, and the East Indies. 1617. <https://sourcebooks.fordham.edu/india/1617englandindies.asp>.
- \*Erasmus. The Praise of Folly (Moriae Encomium). 1509.
- Smith, Kaitlin. "Learning Beyond the Classroom: Free Resources for Parents and Caregivers." *Facing History Today*, <https://facingtoday.facinghistory.org/>. Accessed 2 Aug. 2022.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

- Frank, Andre Gunder. *ReOrient: Global Economy in the Asian Age*. Berkeley: University of California Press, 1998.
- \*Gama, Vasco da. Round Africa to India. 1497-1498.
- \*Henry VIII. Act of Supremacy. 1534.
- \*Hobbes, Thomas. *Leviathan*. 1651.
- *Internet History Sourcebook*, Fordham University. 1998. Web. 8/2/22.  
<https://sourcebooks.fordham.edu/islam/1888hanoum.asp>.
- \*Jahangir. "Letter to James I, King of England." 1617.
- \*Luther, Martin. 95 Theses. 1517.
- \*Machiavelli, Niccolo. *The Prince*. 1532.
- Mann, Charles C. *Before Columbus: The Americas of 1491*. New York: Atheneum, 2009.
- McNeill, J. R. and William H. McNeill. *The Human Web: A Bird's-Eye View of World History*. New York: W. W. Norton, 2003.
- Mintz, Sidney W. *Sweetness and Power: The Place of Sugar in Modern History*. New York: Viking, 1985.
- Montagu, Lady Mary Wortley. "Smallpox Vaccination in Turkey." 1717. *Internet History Sourcebook*, Fordham University. 1998. Web. 8/2/22.  
<https://sourcebooks.fordham.edu/mod/montagu-smallpox.asp>.
- \*More, Thomas. *Utopia*. 1516.
- Palmer, R. R. and Joel Colton. *A History of the Modern World*. New York: Alfred A. Knopf, 1971.
- PBS Learning Media. <https://ny.pbslearningmedia.org/>.
- \*Po, Li. "A Poem of Changgan." *The Jade Mountain: A Chinese Anthology*. Translated by Witter Byner. New York: Knopf, 1929. (circa 700).
- Roy, Raja Rammohan. "A Second Conference Between an Advocate for, and An Opponent of the Practice of Burning Widows Alive." 1820. *Internet History Sourcebook*, Fordham University. 1998. 8/2/22.  
[https://web.archive.org/web/20110104134308/http://www.wsu.edu:8080/~wldciv/world\\_civ\\_reader/world\\_civ\\_reader\\_2/roy.html](https://web.archive.org/web/20110104134308/http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/roy.html).
- "Self-Cultivation and Enlightenment: Cultural Activities of the Ancient Chinese Literati." *Smithsonian's National Museum of Asian Art*, 20 May 2021,  
<https://asia.si.edu/learn/for-educators/teaching-china-with-the-smithsonian/lesson-plans/self-cultivation-and-enlightenment-cultural-activities-of-the-ancient-chinese-literati/>.
- Sidi Ali Reis. "Mirat ul Memalik" (The Mirror of Countries). 1557. *Internet History Sourcebook*, Fordham University. 1998. 8/2/22. <https://sourcebooks.fordham.edu/source/16CSidi1.asp>.
- Spodek, Howard. *The World's History to 1500*. Vol. 1. Englewood Cliffs, NJ: Prentice Hall, 2000.
- Stannard, David E. *The Conquest of the New World: American Holocaust*. New York: Oxford UP, 1992.
- Stavrianos, L. S. *Global Rift: The Third World Comes of Age*. New York: William Morrow, 1981.
- \*The Book of Common Prayer. 1662.
- Understanding Slavery. "Africa before Transatlantic Enslavement." *Black History Month 2022*, 30 Sept. 2021,  
<https://www.blackhistorymonth.org.uk/article/section/history-of-slavery/africa-before-transatlantic-enslavement/>.
- Lee, Erika. *The Making of Asian America*. Simon & Schuster, 2016.
- Dunbar-Ortiz, Roxanne. *An Indigenous Peoples' History of the United States*. Beacon Press, 2015.



**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

- \*Treaty of Westphalia. 1648.
- Vaka, Demetra. "Aïshé Hanoum." ca. 1888. *Internet History Sourcebook*, Fordham University. 1998. 8/2/22. <https://sourcebooks.fordham.edu/islam/1888hanoum.asp>.
- \*Vespucci, Amerigo. Account of His First Voyage. 1497.
- \*Wheatley, Phyllis. "On Being Brought From Africa to America." *New Anthology of American Poetry: Traditions and Revolutions, Beginnings to 1900* (Vol 1). Edited by Steven Gould Axelrod, et al. Rutgers University Press, 2003.
- Adichie, Chimamanda Ngozi. "The Danger of a Single Story." *Chimamanda Ngozi Adichie: The Danger of a Single Story | TED Talk*, TED, [https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare).
- "PBS NewsHour." *PBS NewsHour: News, Analysis, Top Headlines, Live Coverage*, 2 Aug. 2022, [www.pbs.org/newshour](http://www.pbs.org/newshour).
- "World History." *Crash Course*, 24 Mar. 2022, <https://thecrashcourse.com/topic/worldhistory1>.
- "World History II." *Crash Course*, 24 Mar. 2022, <https://thecrashcourse.com/topic/worldhistory2>.
- Ehrenhalt, Jey. "Spotlight: Partnering with Museums to Teach Honest History." *Learning for Justice*, 2022, <https://www.learningforjustice.org/>.
- Maloni, Ruby. *The Route to European Hegemony*. Routledge, 2021.
- "A Different Asian American Timeline." ChangeLab. <https://aatimeline.com/how-to>.
- "Africa Before Transatlantic Enslavement." Understanding Slavery Initiative. <https://www.blackhistorymonth.org.uk/article/section/history-of-slavery/africa-before-transatlantic-enslavement/>.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

<b>UNIT OF STUDY</b>	Age of Revolutions 1750-1914 (Enlightenment, Atlantic Revolutions, Industrial Revolution, Imperialism)
<b>PACING</b>	Marking Period 2 (approximately 45 days)
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How have revolutions shaped global history?</li> <li>● How do individuals and groups challenge traditional authorities?</li> <li>● What developments allow a society to control another and how do targeted societies respond?</li> <li>● How do ideas impact society and culture?</li> <li>● Why do different groups and individuals perceive imperialism differently?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Ideas developed during the Enlightenment led to political, economic, and cultural changes that have had a lasting impact.</li> <li>● Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.</li> <li>● 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.</li> <li>● 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.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Use primary source documents related to the Enlightenment and Atlantic Revolutions to analyze historical events and create a thesis statement.</li> <li>● Answer stimulus-based questions to evaluate the global effects of New Imperialism and its impact on indigenous populations.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Entrance/exit ticket</li> <li>● Writing prompt</li> <li>● Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Quiz(zes)</li> <li>● Small group activity</li> <li>● Self and peer assessment</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● HIPP analysis and thesis development about the Enlightenment &amp; Atlantic Revolutions</li> </ul>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

	<ul style="list-style-type: none"> <li>● Stimulus-based multiple-choice assessment about New Imperialism</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● HIPP analysis and thesis development</li> <li>● Stimulus-based multiple-choice assessment</li> </ul>

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)**

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- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: World History CP

- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

#### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

##### ***Comprehensive Health & Physical Education***

- None.

##### ***Computer Science & Design Thinking***

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

##### ***English Language Arts***

- RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
- 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.

##### ***Mathematics***

- None.

##### ***Science***

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

<ul style="list-style-type: none"> <li>● ESS3.C: Human Impacts on Earth Systems: The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3).</li> </ul>
<b>Visual &amp; Performing Arts</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>World Languages</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</li> <li>● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).</li> <li>● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>● Diplomat</li> <li>● Cartographer</li> <li>● Chemist &amp; Material Scientist</li> <li>● Lawyer</li> <li>● Teacher</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A 52:16A-88</a> Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4.35</a></i>
<ul style="list-style-type: none"> <li>● This unit includes learning Black history (Amistad Curriculum Mandate), discussing indigenous human rights (Holocaust Curriculum Mandate), and the arrival of Asian-Americans and Pacific Islanders to the Americas (Asian-American and Pacific Islander Curriculum Mandate). Students</li> </ul>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

- learn how diverse individuals led revolutions and how colonization affected human rights.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*NJ SEL sub-competencies are listed that are addressed in this unit*

***Self-Awareness***

- Recognize one’s personal traits, strengths, and limitations

***Self-Management***

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

***Social Awareness***

- Demonstrate an understanding of the need for mutual respect when viewpoints differ

***Relationship Skills***

- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

***Responsible Decision-Making***

- Evaluate personal, ethical, safety, and civic impact of decisions

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

**RESOURCES – *Cited print and electronic sources***

*\*denotes a primary source*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- Achebe, Chinua. *Things Fall Apart*. New York: Anchor, 1994.
- \*Adams, John Quincy. “Monroe Doctrine,” 1823.
- Arnold, Edward. “A Japanese Dinner Party.” in Eva March Tappan, ed., *The World's Story: A History of the World in Story, Song, and Art*, Volume I: *China, Japan, and the Islands of the Pacific*, (Boston: Houghton Mifflin, 1914), pp. 391-398. *Internet History Sourcebook*,

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

Fordham University, 1891. 8/2/22.

<https://sourcebooks.fordham.edu/mod/1890japandinner.asp>.

- Bacon, Alice. "How Japanese Women Go Shopping." in Eva March Tappan, ed., *The World's Story: A History of the World in Story, Song, and Art*, Volume I: *China, Japan, and the Islands of the Pacific*, (Boston: Houghton Mifflin, 1914), pp. 399-406. *Internet History Sourcebook*, Fordham University, 1998.  
<https://sourcebooks.fordham.edu/mod/1890japanladies.asp>.
- Beresford, Bruce, director. *Mister Johnson*. 1990.
- Bolivar, Simon. "Letter to Colonel Patrick Campbell, British Chargé d'Affaires: 'Plague America with Miseries.'" 1829. In *El Libertador: Writings of Simon Bolivar* edited by David Bushnell. (pp 172-176).  
<http://www.historyisaweapon.com/defcon7/simon-bolivar-el-libertador-writings-of-simon-bolivar-david-bushnell-editor-1.pdf>.
- "Colonization and Independence in Africa." Choices Program, Watson Institute for International Studies, Brown University.
- \*Darwin, Charles. *Origins of Species*. 1859.
- \*The Declaration of the Rights of Man and Citizen. 1789.
- Deane, Phyllis. *The First Industrial Revolution*. 2nd ed. Cambridge: Cambridge UP, 1979.
- \*De Voltaire, F.A.M. *Candide or The Optimist*. Translated by H. Morley. London: George Routledge and Sons, Ltd., 1888.
- \*Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano*. 1789.
- Friend, Julianna. "Analyzing Enlightenment and Change in the Middle East." *Watson Institute for International and Public Affairs*,  
<https://watson.brown.edu/news/2010/analyzing-enlightenment-and-change-middle-east>.
- Gandhi, Mohandas. "Indian Home Rule." 1909. *Internet History Sourcebook*, Fordham University. 1998. 8/2/22.  
[https://web.archive.org/web/20110104133042/http://www.wsu.edu:8080/~wldciv/world\\_civ\\_reader/world\\_civ\\_reader\\_2/gandhi.html](https://web.archive.org/web/20110104133042/http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/gandhi.html).
- Ghiselin de Busbecq, Ogier. "The Turkish Letters." 1555-1562. *Internet History Sourcebook*, Fordham University. 1998. 8/2/22. <https://sourcebooks.fordham.edu/mod/1555busbecq.asp>.
- "Grade 8 - Term 3: The Scramble for Africa: Late 19th Century." *South African History Online*, <https://www.sahistory.org.za/article/grade-8-term-3-scramble-africa-late-19th-century>.
- "The Haitian Revolution", Choices Program, Watson Institute for International Studies, Brown University.
- Headrick, Daniel R. *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*. New York: Oxford UP, 1981.
- Hobsbawm, Eric. *Industry and Empire: From 1750 to the Present Day*. Rev. ed. New York: The New Press, 1999.
- Hooker, Richard. "The Ottomans." *Internet History Sourcebook*, Fordham University. 1996. Web. 8/2/22.  
<https://web.archive.org/web/20011111020804/http://www.wsu.edu:8080/~dee/OTTOMAN/OTTOMAN1.HTM>.
- \*Jefferson, Thomas. The Declaration of Independence. 1776.
- Kiernan, V. G. *The Lords of Human Kind: European Attitudes to the Outside World in the Imperial Age*. Rev. ed. Harmondsworth, England: Penguin Books, 1972.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

- Lin Zixu. "Letter of Advice to Queen Victoria." From Ssuyu Teng and John Fairbank, *China's Response to the West*, (Cambridge MA: Harvard University Press, 1954), repr. in Mark A. Kishlansky, ed., *Sources of World History, Volume II*, (New York: HarperCollins College Publishers, 1995), pp. 266-69. *Internet History Sourcebook*, Fordham University. 1998. Web. 8/2/22. <http://academic.brooklyn.cuny.edu/core9/phalsall/texts/com-lin.html>.
- \*Locke, John. Two Treatises of Government. 1689.
- \*Essay Concerning Human Understanding, 1689.
- Male, Arthur. "The Hill of Bones." 1878. *Internet History Sourcebook*, Fordham University. 1998. Web. 8/2/22. <https://sourcebooks.fordham.edu/islam/1878afghanistan.asp>.
- \*Marx, Karl. The Communist Manifesto. 1848.
- McNair, Abbey R. "CMES: Teach Ottoman Empire ." *The Center for Middle Eastern Studies (CMES)*, <https://cmes.arizona.edu/>.
- \*Montesquieu. The Spirit of Laws. 1748.
- \*Napoleonic Code. 1804.
- \*Neruda, Pablo. "The United Fruit Co." *Neruda and Vallejo: Selected Poems*. Edited by Robert Bly. Boston: Beacon Press. 1971.
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- Prince Ukhtomskii. "Russia's Imperial Destiny" *Internet History Sourcebook*, Fordham University, 1891. Web. 8/2/22. <https://sourcebooks.fordham.edu/mod/1891ukhtomskii.asp>.
- "Proclamation of The Abdication of the Manchus." 1912. *Internet History Sourcebook*, Fordham University. 1998. Web. 8/2/22 <https://sourcebooks.fordham.edu/mod/1912manchu-end.asp>.
- Qian Long, "Letter to George III." *Internet History Sourcebook*, Fordham University. 1998. Web. 8/2/22. <http://academic.brooklyn.cuny.edu/core9/phalsall/texts/qianlong.html>.
- Rawlings, CG. "The March to Lhasa." *Internet History Sourcebook*, Fordham University, July 1904. Web. 8/2/22. <http://www.hillsdale.edu/personal/stewart/war/19e/Empire/1904-Lhasa.html>.
- "Read: Egypt's Short-Lived Industrial Revolution (Article)." *Khan Academy*, Khan Academy, <https://www.khanacademy.org/humanities/whp-1750/xcabef9ed3fc7da7b:unit-3-industrialization/xcabef9ed3fc7da7b:3-2-global-industrialization/a/egypt-s-short-lived-industrial-revolution-beta>.
- Roots. Directed by Bruce Beresford, Thomas Carter, Phillip Noyce, Mario Van Peebles, The Wolper Organization Will Packer Productions. 2016.
- \*Rousseau, Jean-Jacques. The Social Contract. 1762.
- \*Smith, Adam. *Wealth of Nations*. 1776.
- Stearns, Peter. *The Industrial Revolution in World History*. 2nd ed. Boulder, CO: Westview Press, 1998.
- Thompson, George. "The Great Market at Tripoli." 1890. *Internet History Sourcebook*, Fordham University. 1998. Web. 8/2/22. <https://sourcebooks.fordham.edu/islam/1890tripoli.asp>.
- \*Wollstonecraft, Mary. Vindication of the Rights of Women. 1792.
- Tagore, Rabindranath. "Once There Was A King." 1916. *Internet History Sourcebook*, Fordham University. 1998. Web. 8/2/22. [https://web.archive.org/web/20110104133733/http://www.wsu.edu:8080/~wldciv/world\\_civ\\_reader/world\\_civ\\_reader\\_2/tagore.html](https://web.archive.org/web/20110104133733/http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/tagore.html).



**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

- Adichie, Chimamanda Ngozi. "The Danger of a Single Story." *Chimamanda Ngozi Adichie: The Danger of a Single Story | TED Talk*, TED, [https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare).
- "PBS NewsHour." *PBS NewsHour: News, Analysis, Top Headlines, Live Coverage*, 2 Aug. 2022, [www.pbs.org/newshour](http://www.pbs.org/newshour).
- "World History." *Crash Course*, 24 Mar. 2022, [thecrashcourse.com/topic/worldhistory1](https://thecrashcourse.com/topic/worldhistory1).
- "World History II." *Crash Course*, 24 Mar. 2022, [thecrashcourse.com/topic/worldhistory2](https://thecrashcourse.com/topic/worldhistory2).
- "World History Lesson Plans Resources." *PBS LearningMedia*, [ny.pbslearningmedia.org/subjects/social-studies/world-history/?student=true](http://ny.pbslearningmedia.org/subjects/social-studies/world-history/?student=true). Accessed 2 Aug. 2022.
- Ehrenhalt, Jey. "Spotlight: Partnering with Museums to Teach Honest History." *Learning for Justice*, Southern Poverty Law Center, 2022, <https://www.learningforjustice.org/>.
- Smith, Kaitlin. "Learning Beyond the Classroom: Free Resources for Parents and Caregivers." *Facing History Today*, <https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>. Accessed 2 Aug. 2022.
- "Education Resources." Pulitzer Center, <https://pulitzercenter.org/education/education-resources>.
- "Teaching with the News." Choices Program. Brown University. <https://www.choices.edu/teaching-with-the-news/>.
- "Teaching Resources." Facing History and Ourselves. <https://www.facinghistory.org/how-it-works/teaching-resources>.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

<b>UNIT OF STUDY</b>	A Half Century of Crisis and Achievement (World War I, Interwar Years, World War II)
<b>PACING</b>	Marking Period 3 (approximately 45 days)
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How have revolutions shaped global history?</li> <li>● Why do anti-democratic forces gain support?</li> <li>● What role do developments in technology and science play?</li> <li>● How did the legacy of the First Global Age (1700-1914) impact the first half of the 20th century?</li> <li>● What is the impact of an authoritarian government on individuals and groups?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world.</li> <li>● Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Use primary source documents related to World War I and World War II to analyze historical events and create a thesis statement.</li> <li>● Answer stimulus-based questions to evaluate World War I and the Interwar Years and its impact on indigenous populations.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Entrance/exit ticket</li> <li>● Writing prompt</li> <li>● Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Quiz(zes)</li> <li>● Small group activity</li> <li>● Self and peer assessment</li> </ul>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

<b>Summative</b>	<ul style="list-style-type: none"> <li>● HIPP analysis and thesis development about World War I &amp; World War II</li> <li>● Stimulus-based multiple-choice assessment about World War I and the Interwar Years</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● HIPP analysis and thesis development</li> <li>● Stimulus-based multiple-choice assessment</li> </ul>

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 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.
- 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
- 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.
- 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.
- 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.
- 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.
- 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 colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 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.”

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

- 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).
- 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.
- 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.
- 6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
- 6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
- 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

***Comprehensive Health & Physical Education***

- None

***Computer Science & Design Thinking***

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

<b><i>English Language Arts</i></b>
<ul style="list-style-type: none"> <li>● RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</li> <li>● 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.</li> </ul>
<b><i>Mathematics</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>Science</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>Visual &amp; Performing Arts</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>World Languages</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b><i>9.1-Personal Financial Literacy</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>9.2-Career Awareness, Exploration, Preparation, and Training</i></b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b><i>9.4-Life Literacies &amp; Key Skills</i></b>
<ul style="list-style-type: none"> <li>● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)</li> <li>● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</li> <li>● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</li> </ul>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

**CAREERS ASSOCIATED WITH THIS UNIT**

- Diplomat
- Cartographer
- Chemist & Material Scientist
- Lawyer
- Teacher

**DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- This unit includes learning Black history (Amistad Curriculum Mandate), discussing indigenous human rights (Holocaust Curriculum Mandate), and the arrival of Asian-Americans and Pacific Islanders to the Americas (Asian-American and Pacific Islander Curriculum Mandate). Students learn the roles that diverse groups of people played in World War I and how their actions affected the Interwar Years. Additionally, students will learn of the legacy of World Wars I and II on diverse groups of people, including LGBTQIA+ people, various socio-economic groups, and racial, religious, cultural, and ethnic groups (Inclusive Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

***Self-Awareness***

- Recognize the importance of self-confidence in handling daily tasks and challenges

***Self-Management***

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

***Social Awareness***

- Demonstrate an awareness of the expectations for social interactions in a variety of settings

***Relationship Skills***

- Identify who, when, where, or how to seek help for oneself or others when needed

***Responsible Decision-Making***

- Identify the consequences associated with one's actions in order to make constructive choices

Hillsborough Township Public Schools Curriculum Map  
Course Title: World History CP

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

**RESOURCES – Cited print and electronic sources**  
\*denotes a primary source

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
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**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

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- The Nanking Massacre, in *The New York Times*, December 18, 1937. Internet History Sourcebook, Fordham University. 1997. Web. 8/2/22.  
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[https://avalon.law.yale.edu/20th\\_century/sykes.asp](https://avalon.law.yale.edu/20th_century/sykes.asp).
- Adichie, Chimamanda Ngozi. "The Danger of a Single Story." *Chimamanda Ngozi Adichie: The Danger of a Single Story | TED Talk*, TED,  
[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare).
- "PBS NewsHour." *PBS NewsHour: News, Analysis, Top Headlines, Live Coverage*, 2 Aug. 2022,  
[www.pbs.org/newshour](http://www.pbs.org/newshour).
- "World History." *Crash Course*, 24 Mar. 2022, [thecrashcourse.com/topic/worldhistory1](https://thecrashcourse.com/topic/worldhistory1).
- "World History II." *Crash Course*, 24 Mar. 2022, [thecrashcourse.com/topic/worldhistory2](https://thecrashcourse.com/topic/worldhistory2).
- "World History Lesson Plans Resources." *PBS LearningMedia*,  
[ny.pbslearningmedia.org/subjects/social-studies/world-history/?student=true](https://www.pbslearningmedia.org/subjects/social-studies/world-history/?student=true). Accessed 2 Aug. 2022.
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- Smith, Kaitlin. "Learning Beyond the Classroom: Free Resources for Parents and Caregivers." *Facing History Today*,  
<https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>. Accessed 2 Aug. 2022.
- "Education Resources." Pulitzer Center,  
<https://pulitzercenter.org/education/education-resources>.
- "Teaching with the News." Choices Program. Brown University.  
<https://www.choices.edu/teaching-with-the-news/>.



**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

- “Teaching Resources.” Facing History and Ourselves.  
<https://www.facinghistory.org/how-it-works/teaching-resources>.

<b>UNIT OF STUDY</b>	The 20th Century Since 1945 and Contemporary Issues (Cold War, Decolonization, and Contemporary Issues)
<b>PACING</b>	Marking Period 4 (approximately 45 days)
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● Why do developing nations struggle to rise to the level of developed nations?</li> <li>● How are developing nations trying to solve the problems they face?</li> <li>● How do individuals and groups challenge authority and reshape the world?</li> <li>● How does the expansion of globalization overcome regional and national boundaries?</li> <li>● What are different responses to a shrinking world?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, and the use of natural resources offer challenges and opportunities that transcend regional and national borders.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Use primary source documents related to the Cold War, decolonization, and contemporary issues to analyze historical events and create a thesis statement.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Entrance/exit ticket</li> <li>● Writing prompt</li> <li>● Graphic organizer(s)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Quiz(zes)</li> <li>● Small group activity</li> <li>● Self and peer assessment</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● HIPP analysis and thesis development about the Cold War, decolonization, and contemporary issues</li> </ul>

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

	<ul style="list-style-type: none"> <li>● Stimulus-based multiple-choice assessment about Cold War, decolonization, and contemporary issues</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● HIPP analysis and thesis development</li> <li>● Stimulus-based multiple-choice assessment</li> </ul>

**NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)**

*Must include the standard # & verbiage*

- 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.
- 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.
- 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.
- 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).
- 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).
- 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.
- 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 economy in China.
- 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 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.
- 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.
- 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).
- 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.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to the global economy.
- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.
- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

**INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

***Comprehensive Health & Physical Education***

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>Computer Science &amp; Design Thinking</i></b>
<ul style="list-style-type: none"> <li>• 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.</li> </ul>
<b><i>English Language Arts</i></b>
<ul style="list-style-type: none"> <li>• RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</li> <li>• 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.</li> </ul>
<b><i>Mathematics</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>Science</i></b>
<ul style="list-style-type: none"> <li>• ESS3.C: Human Impacts on Earth Systems: The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3).</li> </ul>
<b><i>Visual &amp; Performing Arts</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>World Languages</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b><i>9.1-Personal Financial Literacy</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>9.2-Career Awareness, Exploration, Preparation, and Training</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>9.4-Life Literacies &amp; Key Skills</i></b>

## Hillsborough Township Public Schools Curriculum Map

### Course Title: World History CP

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.)
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

#### CAREERS ASSOCIATED WITH THIS UNIT

- Diplomat
- Cartographer
- Chemist & Material Scientist
- Lawyer
- Teacher

#### DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- This unit includes learning Black history (Amistad Curriculum Mandate), discussing indigenous human rights (Holocaust Curriculum Mandate), and the arrival of Asian-Americans and Pacific Islanders to the Americas (Asian-American and Pacific Islander Curriculum Mandate). Specifics include a focus on global human rights issues and how they are faced by a changing and evolving population, and addressing the diverse needs of individuals and various groups (Inclusive Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

#### SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

##### *Self-Awareness*

- Recognize the impact of one's feelings and thoughts on one's own behavior

##### *Self-Management*

- Recognize the skills needed to establish and achieve personal and educational goals

##### *Social Awareness*

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

##### *Relationship Skills*

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: World History CP**

- Identify who, when, where, or how to seek help for oneself or others when needed

***Responsible Decision-Making***

- Evaluate personal, ethical, safety, and civic impact of decisions

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

**RESOURCES – *Cited print and electronic sources***  
*\*denotes a primary source*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- All-African People’s Conference: Resolution on Imperialism and Colonialism, Accra, December 5-13, 1958. *Internet History Sourcebook*. Fordham University. 1958. Web. 8/2/22. <https://sourcebooks.fordham.edu/mod/1958-aapc-res1.asp>.
- Berger, Peter L. and Samuel P. Huntington, ed. *Many Globalizations: Cultural Diversity in the Contemporary World*. Oxford: Oxford UP, 2002.
- Bigelow, Bill and Bob Peterson, ed. *Rethinking Globalization: Teaching for Justice in an Unjust World*. Milwaukee: Rethinking School Press, 2002.
- Brands, H.W. *The Specter of Neutralism: The United States and the Emergence of the Third World, 1947-1960*. New York: Columbia UP, 1989.
- Brown, Lester, et al. *State of the World 2001: A Worldwatch Institute Report on Progress toward a Sustainable Society*. New York: W. W. Norton, 2001.
- Burtless, Gary. “Workers’ Rights: Labor Standards and Global Trade.” *Brookings*, Brookings, 28 July 2016, <https://www.brookings.edu/articles/workers-rights-labor-standards-and-global-trade/>.
- *Case Study: Child Labor in Bangladesh - Levi Strauss & Co.*. [https://www.levistrauss.com/wp-content/uploads/2019/03/Case-Study\\_Child-Labor-in-Bangladesh.pdf](https://www.levistrauss.com/wp-content/uploads/2019/03/Case-Study_Child-Labor-in-Bangladesh.pdf).
- Charter of the Organisation of African Unity, May 25 1963. *Internet History Sourcebook*. Fordham University, May 25, 1963. 8/2/22. <https://sourcebooks.fordham.edu/mod/1963OAU-charter.asp>.
- “Colonization and Independence in Africa.” Choices Program, Watson Institute for International Studies, Brown University.
- “Constitution of the State of Japan”. 1946. *Internet History Sourcebook*, Fordham University. 1998. Web. 8/2/22. <https://sourcebooks.fordham.edu/mod/CONST-JP.asp>.
- Editorial of the Liberation Army Daily. “Mao Tse-Tung’s Thought is the Telescope and Microscope of Our Revolutionary Cause,” June 7, 1966. *Internet History Sourcebook*, Fordham

**Hillsborough Township Public Schools Curriculum Map**  
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University. 1998. Web. 8/2/22.

<https://sourcebooks.fordham.edu/mod/1966-mao-culturalrev1.asp>.

- Gibbs, W. Wayt. "Untangling the Roots of Cancer." *Scientific American Special Edition*. June 2008.
- David, Steven R. *Choosing Sides: Alignment and Realignment in the Third World*. New Delhi: Vikas, 1999.
- Fagan, Brian. *Floods, Famines, and Emperors: El Niño and the Fate of Civilizations*. New York: Basic Books, 1999.
- Feffer, John, ed. *Living in Hope: People Challenging Globalization*. London: Zed Books, 2002.
- Flavin, Christopher, et al. *The State of the World 2002: A Worldwatch Institute Report on Progress toward a Sustainable Society*. New York: W. W. Norton, 2002.
- Thunberg, Greta. "The Disarming Case to Act Right Now on Climate Change." *TED*. 2018. [https://www.ted.com/talks/greta\\_thunberg\\_the\\_disarming\\_case\\_to\\_act\\_right\\_now\\_on\\_climate\\_change?language=en](https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate_change?language=en).
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- Geyer, A.L. "The Case for Apartheid." *Internet History Sourcebook*. Fordham University. 1953. Web. 8/2/22. <https://sourcebooks.fordham.edu/mod/1953geyer.asp>.
- Held, David and Anthony McGrew, ed. *Governing Globalization: Power, Authority, and Global Governance*. Cambridge: Polity Press, 2002.
- Held, David, et al. *Global Transformations: Politics, Economics, and Culture*. Stanford, CA: Stanford UP, 1999.
- Jaisingh, Hari. *India and the Non-Aligned World: Search for a New Order*. New Delhi: Vikas, 1983.
- Hopkins, A. G., ed. *Global History: Interactions between the Universal and the Local*. New York: Palgrave Macmillan, 2006.
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- Kurzweil, Ray. "The Coming Merger of Mind and Machine." *Scientific American Special Edition*. January 2008.
- Landes, David S. *The Wealth and Poverty of Nations: Why Some Are so Rich and Some so Poor*. New York: W. W. Norton, 1998.
- Livi-Bacci, Massimo. *A Concise History of World Population*. 1989.
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- Mandela, Nelson. "Speech on Release From Jail." *Internet History Sourcebook*. Fordham University, 1990. Web. 8/2/22. <https://sourcebooks.fordham.edu/mod/1990MANDELA.asp>.

**Hillsborough Township Public Schools Curriculum Map**  
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- McNeill, J. R. *Something New Under the Sun: An Environmental History of the Twentieth Century World*. New York: W. W. Norton, 2000.
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- Sjursen, Katrin, ed. *Globalization*. New York: H. H. Wilson, 2000.
- Steger, Manfred B. *Globalism: The New Market Ideology*. Lanham, MD: Rowman and Littlefield, 2002.
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