

**Bloomfield Public Schools
Bloomfield, New Jersey 07003**

Curriculum Guide

**Non-Western World History II
Grades 11-12**

Prepared by:

**Jacqueline Hudacko
Anthony LaTorre**

Jason Bing, Superintendent of Schools
Dr. Gary Vitta, Interim Director of Instruction
Elizabeth Petrangeli, Supervisor of Foreign Language, Science, Social Studies, K-12

Board Approved: April 23, 2013

Non-Western World History II

(11th-12th Grade)

Introduction: This elective course is divided into two half-year semesters in which students examine the social, political, and economic issues that have plagued the non-western world throughout history. Students will be exposed to major themes in world history and be challenged to evaluate the causes and effects of these themes on the development of the respective country. Students will be exposed to higher order study techniques and assignments. They will be expected to develop skills that will enable them to be successful in college, technical school, the military, or work force.

Part two of this course continues an investigation into the impact of European exploration, conquest, and colonization. Students will examine the development of societies in and the changes brought about by the Arrival of Europeans. The origins of Islam and its expansion throughout the world will be traced.

Topics of Study:

- Japan
- Southeast Asia
- India
- Africa
- Middle East

Mapping/Sequence: The curriculum is written following the parameters of *Understanding by Design*. The document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. Each unit also stipulates both required and suggested activities and assessments. Teachers are expected to design lessons that will meet the requirements within this curriculum; however, there is flexibility in how they choose to meet these demands.

Pacing: The *Non-Western World History II* curriculum is divided into four units each focusing on a different culture. Each unit provides a time frame that averages 3-4 weeks.

Resources: Electronic and text resources are listed in each unit. Teachers will be able to access the curriculum document on the district website.

Textbook: World Geography and Cultures, McGraw Hill 2012

Established Goals: New Jersey Core Curriculum Content Standards

<http://www.state.nj.us/education/cccs/2009/>

<http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-11-12/>

Overarching Understandings:

1. Students will understand the concept and characteristics of civilization.
2. Students will understand that modern democracy evolved in and is still influenced by ancient and early civilizations.
3. Students will understand the role of geography, the environment and religion in the development of early civilizations.
4. Students will understand that human culture develops as a result of and interaction to/with the environment.

Title of Unit	South East Asia	Grade Level	10-12
Curriculum Area	Social Studies	Time Frame	3-4 weeks
Developed By	Bloomfield High School Social Science Department		
Desired Results (Stage 1)			
Established Goals			
<p>6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p> <p>6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>6.2.12.A.3.c Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12.A.3.g Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p> <p>6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.</p> <p>6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p> <p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</p> <p>6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>8.1: All students will use computer applications to gather and organize information and to solve problems.</p>			

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.

9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.1.12.A.1: Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.2: Analyze the common traits of effective state, national, or international leaders.

21st Century Interdisciplinary Themes:

☒ Global Awareness

☐ Financial, economic, business, and entrepreneurial literacy

☐ Civic Literacy

☐ Health Literacy

Transfer

T1: Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

T2: Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

T3: Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias

T4: Distinguish valid arguments from false arguments when interpreting current and historical events.

T5: Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

Meaning	
Understanding	Essential Questions
Students will understand that...	Students will keep considering...
U1: Everyone has a culture. It shapes how we see ourselves, others, and the world.	E1: How does geography affect culture? E2: How do cultures affect each other? E3: How did colonization affect Southeast Asia? E4: How does having multiple ethnic groups affect a country? E5: What caused the Vietnam War? E6: What surprised you about the cultures in Southeast Asia? E7: Can one person have an impact?
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
K1: all key vocabulary K2: the background of key historical figures K3: the major geographic and cultural areas of the world K4: the issues and challenges that unite and divided the different areas of the world K5: all cultures have histories, present perspectives, and future ambitions	S1: determine and explain how a shape of a country can determine its development S2: explain how China and India had an effect on the culture of South East Asia S3: analyze primary source documents to compare and contrast Vietnamese and American point of views from the Vietnam War S4: evaluate the work of one historical figure to determine if one person can have an impact of history S5: interpreter statistical information to complete a writing assignment on the impact to chemical weapons in Vietnam S6: create a travel pamphlet that ranks the cultural sites in South East Asian in order of cultural value

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
K1-K5 T1-T4 U1	Teacher created rubric Readings Written Responses Teacher Observation	Transfer Task(s) <u>Formative:</u> Role Play Questioning Discussion Self-reflection Graphic Organizers
		<u>Summative:</u> Essays Open Notes Quizzes Unit Tests
S1-S6 E1-E7	<u>Critical Thinking:</u> Apply Response Reflection	<u>Other Evidence:</u> Exit Slips
		<u>Summative:</u> Reports Cumulative Projects

Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction		
Check for Alignment	Required Activities	Required Resources
S1-S7 K1-K5 E1-E5 U1	Define all relevant vocabulary	Online Resources Smart Board World Geography and Cultures (textbook)
	Discuss historical controversies	
	Debate opposing viewpoints	
	Create a timeline of events	
	Identify relevant locations on a map	
	Motivate and provide background	
	Read primary and secondary sources	
	Evaluate literary artistic and media sources	
	Identify similarities and differences	
	Compare and contrast to other historical events and modern day events	
	Suggested Activities	Suggested Resources
S1-S7 K1-K7 E1-E5 U1	Map of South East Asia: Students will label important places and geographical features on a map	Maps from <u>World Geography and Cultures</u>
	Geography Morphology Cut Ups: Students will match the country shape to the effects that shape has on a country	Geography Morphology Cut Ups Artifact Pictures from the early kingdoms
	Artifact Matching: As a class students will work together to match the artifact pictured to one of the early Kingdoms in South East Asia and explain their decisions	Vietnam Letters Home (American) Vietnam Letters Home (Vietnamese)
	Vietnam War Stations: Students rotate through 5 stations that give them different perspectives on the Vietnam War. Stations include: American soldier letters, Vietnam soldier letters, video on the Mia Lai Massacre, citizen diary entry, and American newspaper clipping	Mia Lai Massacre Video (youtube) Online Sources Lonely Planet.com
	Important Figure Memorial: Student research an important figure, create a memorial for them using symbols and explain the impact the person had on history in South East Asia	Fodors. com
	Travel Pamphlet: Students research and create a pamphlet for a fake tour of South East Asia raking	

	the cultural value of each site.	

Strategies for Differentiation	
Students below target	Students meeting or exceeding Target
Choice boards	Choice boards
Tic-Tac-Toe boards	Independent study
Learning Buddies	Interest based mini lessons
Varied rubrics	Skilled-based mini lessons
Mentorship	Tiered Products/Activities
Small group interactions	Choice Menus
Visual cues found on worksheets	Advance notice of assignments
Chunking and grouping materials	Review with study skills and strategies training
Advance notice of assignments	Teach organizational skills
Review with study skills and strategies training	Test modifications
Teach organizational skills	Time extension
Test modifications/times extensions	

Title of Unit	India	Grade Level	10-12
----------------------	-------	--------------------	-------

Curriculum Area	Social Studies	Time Frame	3-4 weeks
Developed By	Bloomfield High School Social Science Department		
Desired Results (Stage 1)			
Established Goals			
<p>6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <p>6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule</p> <p>6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.</p> <p>6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.2.12.D.5.b 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.</p> <p>6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.</p>			

Standard 8.2 - Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.	
21st Century Interdisciplinary Themes: <div> <div>___X___ Global Awareness</div> <div>_____ Financial, economic, business, and entrepreneurial literacy</div> <div>_____ Civic Literacy</div> <div>_____ Health Literacy</div> </div>	
Transfer	
T1: Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. T2: Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. T3: Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias T4: Distinguish valid arguments from false arguments when interpreting current and historical events. T5: Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.	
Meaning	
Understanding	Essential Questions
Students will understand that...	Students will keep considering...
U1: Everyone has a culture. It shapes how we see ourselves, others, and the world.	E1: How does geography affect culture? E2: Which can tell us more about a society, artifacts or writings? E3: Do religions have enough common ground for there to be one universal religion? E4: Does American society have any similarities to Indian society? E5: How did colonization affect India? Positive or negative? E6: What does a country need to survive? E7: What social issue in India needs to be addressed first?

Acquisition	
Knowledge Students will know...	Skills Students will be able to...
K1: all key vocabulary K2: the background of key historical figures K3: the major geographic and cultural areas of the world K4: the issues and challenges that unite and divided the different areas of the world K5: all cultures have histories, present perspectives, and future ambitions	S1: create a map of India highlighting important geographical features S2: analyze artifacts to determine their purpose and what they tell historians about life of people in early civilizations S3: construct a journal as they “travel” though the achievements of India S4: research and write a script for a conversation between three religion founders discussing the possibility of a universal religion S5: participate in a role playing activity where they take on the role of one member of the caste system and answer critical thinking questions S6: analyze the resources available to India and Pakistan to determine why the partition was difficult S7: create a Time magazine cover to draw attention to a social problem in India

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
K1-K5 T1-T4 U1	Teacher created rubric Readings Written Responses Teacher Observation	Transfer Task(s) <u>Formative:</u> Role Play Questioning Discussion Self-reflection Graphic Organizers
		<u>Summative:</u> Essays Open Notes Quizzes Unit Tests
S1-S7 E1-E7	<u>Critical Thinking:</u> Apply Response Reflection	<u>Other Evidence:</u> Exit Slips
		<u>Summative:</u> Reports Cumulative Projects

Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction		
Check for Alignment	Required Activities	Required Resources
S1-S7 K1-K5 E1-E7 U1	Define all relevant vocabulary	Online Resources Smart Board World Geography and Cultures (textbook)
	Discuss historical controversies	
	Debate opposing viewpoints	
	Create a timeline of events	
	Identify relevant locations on a map	
	Motivate and provide background	
	Read primary and secondary sources	
	Evaluate literary artistic and media sources	
	Identify similarities and differences	
	Compare and contrast to other historical events and modern day events	
	Suggested Activities	Suggested Resources
S1-S7 K1-K5 E1-E7 U1	Map of India: Students will label important places and geographical features on a map	Maps in <u>World Geography and Culture</u>
	Archeologists Discoveries: rotate placards picturing 6 different artifacts while students write down their guesses on what each artifact did. Whole class discussion on what the artifacts actually are and what they tell us about the culture	Mohenjo Daro Artifact Placards (History Alive) Web Sources on Indian Religions
	Religion Conversation: work in groups to fill in the religion chart then choose three religions for write a script for a conversation about the development of a universal religion	“Partition in the Classroom: Differentiated Strategies for Teaching India’s Partition Instructional Materials for the Social Studies Classroom”
	Caste System Role Play: each student will be assigned to one section of the caste system with directions on how to interact with the other sections; groups will work together to answer questions but they must follow the rules of their social class	“INTO WHICH CASTE HAVE YOU BEEN CAST?: INDIA'S CASTE SYSTEM” Public Service Announcements
	Partition of the Classroom: each student will receive 3 cards that describe 3 resources India or Pakistan had; divide the room between India and Pakistan and discuss as a class what each side is missing	

	Time Magazine Cover Creation: create a magazine cover with a picture, headline and caption drawing attention to a social issue in India	

Strategies for Differentiation	
Students below target	Students meeting or exceeding Target
Choice boards	Choice boards
Tic-Tac-Toe boards	Independent study
Learning Buddies	Interest based mini lessons
Varied rubrics	Skilled-based mini lessons
Mentorship	Tiered Products/Activities
Small group interactions	Choice Menus
Visual cues found on worksheets	Advance notice of assignments
Chunking and grouping materials	Review with study skills and strategies training
Advance notice of assignments	Teach organizational skills
Review with study skills and strategies training	Test modifications
Teach organizational skills	Time extension
Test modifications/times extensions	

Title of Unit	Africa	Grade Level	10-12
----------------------	--------	--------------------	-------

Curriculum Area	Social Studies	Time Frame	3-4 weeks
Developed By	Bloomfield High School Social Science Department		
Desired Results (Stage 1)			
Established Goals			
<p>6.2.12.D.5.a - Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.D.5.c - Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p> <p>6.2.12.A.6.a - Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b - Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.d - Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.B.6.a - Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p>6.2.12.C.6.a - Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>6.2.12.C.6.b - Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p>			
Primary Interdisciplinary Connections			
<p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.</p> <p>Standard 8.2 - Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.</p>			

21st Century Interdisciplinary Themes: <div> <div>___X___ Global Awareness</div> <div>___ Financial, economic, business, and entrepreneurial literacy</div> <div>___ Civic Literacy</div> <div>___ Health Literacy</div> </div>	
Transfer	
T1: Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. T2: Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. T3: Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias T4: Distinguish valid arguments from false arguments when interpreting current and historical events. T5: Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.	
Meaning	
Understanding	Essential Questions
Students will understand that...	Students will keep considering...
U1: Everyone has a culture. It shapes how we see ourselves, others, and the world. U2: 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.	E1: How does geography play a role in the development of a civilization? E2: How has African culture influenced American culture? E3: How does Africa play a role in world politics today?
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
K1: all key vocabulary K2: the background of key historical figures K3: the major geographic and cultural areas of the world K4: the issues and challenges that unite and divided the different areas of the world K5: all cultures have histories, present perspectives, and future ambitions	S1: Analyze primary and secondary sources pertaining to African Culture S2: Identify and Locate key political and physical locations on the continent of Africa and explain the impact it had on the development of civilization. S3: Research modern day issues plaguing the African continent, create a non-profit organization, and develop a coherent strategy for fixing issue S4: Design a museum wall concentrating on a region of Africa focusing on key people, culture, and history

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
K1-K5 T1-T4 U1-	Teacher created rubric Readings Written Responses Teacher Observation	Transfer Task(s) <u>Formative:</u> Role Play Questioning Discussion Self-reflection Graphic Organizers
		<u>Summative:</u> Essays Open Notes Quizzes Unit Tests
S1-S7 E1-E5	<u>Critical Thinking:</u> Apply Response Reflection	<u>Other Evidence:</u> Exit Slips
		<u>Summative:</u> Reports Cumulative Projects

Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction		
Check for Alignment	Required Activities	Required Resources
S1-S7 K1-K5 E1-E5 U1-U2	Define all relevant vocabulary	Online Resources Smart Board World Geography and Cultures (textbook)
	Discuss historical controversies	
	Debate opposing viewpoints	
	Create a timeline of events	
	Identify relevant locations on a map	
	Motivate and provide background	
	Read primary and secondary sources	
	Evaluate literary artistic and media sources	
	Identify similarities and differences	
	Compare and contrast to other historical events and modern day events	
	Suggested Activities	Suggested Resources
S1-S7 K1-K5 E1-E5 U1-U2	<u>Geography of Africa:</u> Identify and Locate key political and physical locations on the continent of Africa	Atlas and textbook
	<u>Issues in Africa Today:</u> Students will create a non-profit organization, select an issue inside the continent of Africa, research it, and develop a plan to fix the issue.	New York Times, CIA.gov, Facts on File, Library, UN.org
	<u>Culture Stations:</u> Students will rotate through stations that contain primary and secondary sources focusing on myths, food, religion, everyday life, and art.	PBS.org, Facts on File
	<u>Museum Display:</u> Students will be responsible to design a room in a new museum, which will encompass history and culture. Each wall will represent either Northern, Eastern, Western, or Southern Africa	CIA.gov, Facts on File, World History: Patterns of Interaction, History.com, BHS Media Center

Strategies for Differentiation	
Students below target	Students meeting or exceeding Target
Choice boards	Choice boards
Tic-Tac-Toe boards	Independent study
Learning Buddies	Interest based mini lessons
Varied rubrics	Skilled-based mini lessons
Mentorship	Tiered Products/Activities
Small group interactions	Choice Menus
Visual cues found on worksheets	Advance notice of assignments
Chunking and grouping materials	Review with study skills and strategies training
Advance notice of assignments	Teach organizational skills
Review with study skills and strategies training	Test modifications
Teach organizational skills	Time extension
Test modifications/times extensions	

Title of Unit	Middle East	Grade Level	10-12
Curriculum Area	Social Studies	Time Frame	3-4 weeks
Developed By	Bloomfield High School Social Science Department		
Desired Results (Stage 1)			
Established Goals			
6.1.12.B.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.			
6.1.12.D.15.d: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.			
6.1.12.D.15.c: Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.			
6.2.12.A.6.c: Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies			
6.2.12.C.5.g: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.			
Primary Interdisciplinary Connections			
RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.			
RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.			
RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.			
RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.			
RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.			
RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.			
RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.			
Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.			
Standard 8.2 - Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed, and the designed world as they relate to the individual, society, and the environment.			
21st Century Interdisciplinary Themes:			
<div><div><div><input checked="" type="checkbox"/> Global Awareness</div><div><input type="checkbox"/> Civic Literacy</div></div><div><div><input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy</div><div><input type="checkbox"/> Health Literacy</div></div></div>			
Transfer			

T1: Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

T2: Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

T3: Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias

T4: Distinguish valid arguments from false arguments when interpreting current and historical events.

T5: Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

Meaning	
Understanding Students will understand that...	Essential Questions Students will keep considering...
U1: Everyone has a culture. It shapes how we see ourselves, others, and the world.	E1: What are the basic features of Islam? E2: What has been the nature and historical development of Muslim beliefs and Islam? E3: What is the range of denominations and beliefs that make up Islam? E4: What have been the key developments in the history of the Middle East? E5: How have nationalism, oil, and revolution shaped the Modern Middle East? E6: What is the Arab-Israeli crisis and how might it be resolved? E7: To what extent is it a religious conflict?
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
K1: all key vocabulary K2: the background of key historical figures K3: the major geographic and cultural areas of the world K4: the issues and challenges that unite and divided the different areas of the world K5: all cultures have histories, present perspectives, and future ambitions	S1: Analyze primary and secondary sources pertaining to middle eastern culture S2: Identify and locate key physical and political location of the middle east and explain the impact they had on the development of civilization S3: Research modern day issues plaguing the middle east and develop a coherent strategy for fixing the issues. S4: Analyze the components of Islam and how it influences the politics of the middle east S5: Create and present an informative lesson on one middle eastern country S6: Examine the roots of Iranian American conflict S7: Discuss causes and effects of the Gulf Wars.
Evidence (Stage 2)	

Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
K1-K5 T1-T4 U1	Teacher created rubric Readings Written Responses Teacher Observation	Transfer Task(s) <u>Formative:</u> Role Play Questioning Discussion Self-reflection Graphic Organizers
		<u>Summative:</u> Essays Open Notes Quizzes Unit Tests
S1-S7 E1-E5	<u>Critical Thinking:</u> Apply Response Reflection	<u>Other Evidence:</u> Exit Slips
		<u>Summative:</u> Reports Cumulative Projects

Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction		
Check for Alignment	Required Activities	Required Resources
S1-S7 K1-K5 E1-E5 U1	Define all relevant vocabulary	Online Resources Smart Board World Geography and Cultures (textbook)
	Discuss historical controversies	
	Debate opposing viewpoints	
	Create a timeline of events	
	Identify relevant locations on a map	
	Motivate and provide background	
	Read primary and secondary sources	
	Evaluate literary artistic and media sources	
	Identify similarities and differences	
	Compare and contrast to other historical events and modern day events	
	Suggested Activities	Suggested Resources
S1-S7 K1-K5 E1-E5 U1-U2	Political Map of Middle East: Map labeled with important cities/places involved in historical events	Maps in World Geography and Cultures
	Middle Eastern Country Lesson Plan: Students will write a lesson plan for a seventh grade classroom and teach it to our class	Information sheets on the 5 pillars of Islam Argo
	UN Debate on the Israeli Palestine conflict: Students will be assigned a country and will participate in a UN general assembly meeting to pass resolutions on the issue.	House of Saddam Primary sources on Iranian and American Conflict
	Islam Station Activity: Students read and answer questions that guide them through the five pillars of Islam	Primary sources on Gulf Wars PBS Letters (Argo)
	Iranian American Conflict Activity: Students will view selected clips of Argo and read primary sources to determine the historical accuracy of the film to better understand the conflict	Time Magazine New York Times
	Gulf War Activity: notes with viewing of selected scenes from the documentary House of Saddam to build background to create a timeline	Facts on File
		CIA.gov

Strategies for Differentiation	
Students below target	Students meeting or exceeding Target
Choice boards	Choice boards
Tic-Tac-Toe boards	Independent study
Learning Buddies	Interest based mini lessons
Varied rubrics	Skilled-based mini lessons
Mentorship	Tiered Products/Activities
Small group interactions	Choice Menus
Visual cues found on worksheets	Advance notice of assignments
Chunking and grouping materials	Review with study skills and strategies training
Advance notice of assignments	Teach organizational skills
Review with study skills and strategies training	Test modifications
Teach organizational skills	Time extension
Test modifications/times extensions	