FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

BUSINESS ADMINISTRATION SLC

HONORS ECONOMIC GEOGRAPHY

COURSE DESCRIPTION

Grade Level: 9

Department: Business Administration SLC

Course Title: Honors Economic Geography

Credits: 5

Course Code: 190440

Board of Education adoption date: August 22, 2011

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Honors Economic Geography - Introduction

Introduction

Course Philosophy

The ninth grade Honors Economic Geography course will facilitate critical examination and rational adherence to a set of values that will promote an appreciation of human worth, cultural diversity, geographic and cultural literacy. Its purpose is to provide each student with fundamental knowledge and skills necessary to understand the historical impact of individuals and events upon the contemporary world.

The needs of the students enrolled in the Specialized Learning Center for Business Administration were taken into account by modifying the emphasis in knowledge base and instructional focus of the Modern World History and Geography curriculum in Social Studies to incorporate a greater focus on the interactions between geography, world history and economics. Students will also understand how the world has become a global interdependent market place.

Course Description

The goal of the Honors Economic Geography course is to provide opportunities for students to develop enduring understandings of concepts, knowledge and skills through the study of human history and contemporary global issues. Students are asked to consider essential questions that are directly linked to the standards prescribed in the New Jersey Core Curriculum Content Standards.

This course will emphasize the evolution and consequences of global contacts, interactions among societies, and the impact of economics on historical decisions and cultural development. Focused primarily on the period between 1400 to the present day, the course will build a foundation of knowledge about physical and cultural geography, social history as well as political and economic development. This will be used as a framework to understand, evaluate, and apply issues from the perspective of change and continuity. In order to build this knowledge, understanding and skills, students will participate in a variety of activities including primary and secondary source evaluation, oral presentations, multimedia and technology presentations, cooperative activities, debate and written essays.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
6.2.12.B.1.b; 6.2.12.B.5.c; 6.2.12.B.5.e; 6.2.12.A.6.b; 6.2.12.B.6.a; 6.2.12.D.6.a LA 9-10; LA 9-10.RH9-10.1 - 10.10; LA 9-10.WCCR.2,6,7,8,9,10; LA 9-10 WHST 9-10.1 -10.10	Geography impacts the way a culture develops, including economic systems and economic success.	How does geography affect human development? How do geographic resources impact economic success or failure? What aspects of culture are impacted by the economic system of a culture?	Pre-test Oral/Questions/ Discussion Anticipatory Set Questions	Quizzes Comparison chart of World Religions Map labeling Cultural Research Government Tower Building Map of mass communication development Major world culture contribution chart	Unit test Create a Culture Debate Essay assignment
6.2.12.B.1.a; 6.2.12.B.1.b; 6.2.12.C.1.b; 6.2.12.C.1.c; 6.2.12.C.1.d; 6.2.12.C.1.e; 6.2.12.D.1.a; 6.2.12.D.1.b; 6.2.12.D.1.c; 6.2.12.D.1.d; 6.2.12.D.1.e; 6.2.12.D.1.f; 6.2.12.B.2.a; 6.2.12.B.2.b; 6.2.12.C.2.a; 6.2.12.D.2.a; 6.2.12.D.2.b; 6.2.12.D.2.c; 6.2.12.D.2.d; 6.2.12.D.2.e LA 9-10; LA 9-10.RH9-10.1 - 10.10; LA 9-10.WCCR.2,6,7,8,9,10; LA 9-10 WHST 9-10.1 -10.10	Exploration, commercialism, colonization and the rise of trade led to cultural diffusion and global economic dependence.	What provokes societal change? Is societal change a reflection of society, or is society a reflection of societal change? What cultural patterns of the non-Western World helped to shape Western development? How does increased trade lead to global interdependence?	Pre-test Oral/Questions/ Discussion Anticipatory Set Questions	Quizzes graphic organizers primary source analysis Venn diagrams	Unit test Oral presentations on Renaissance art and literature Multimedia presentations on humanism Essay assignments

6.2.12.A.2.a; 6.2.12.A.2.b; 6.2.12.A.2.c; 6.2.12.D.2.d; 6.2.12.D.2.e; 6.2.12.A.3.a; 6.2.12.A.3.c; 6.2.12.A.3.d; 6.2.12.B.3.b; 6.2.12.C.3.a; 6.2.12.C.3.c; 6.2.12.C.3.d; 6.2.12.D.3.a; 6.2.12.D.3.b LA 9-10; LA 9-10.RH9-10.1 - 10.10; LA 9-10.WCCR.2,6,7,8,9,10; LA 9-10 WHST 9-10.1 -10.10	Political ideas directly effect social, economic and political development.	What is laissez-faire policy? How do Adam Smith's philosophies connect to the new political ideas of the time period? How do new philosophies challenge existing facets of society? How did democratic and nationalistic movements reshape countries?	Pre-test Oral/Questions/ Discussion Anticipatory Set Questions	Timelines Oral presentations Essay Assignments Quizes	Oral Presentation on the major people and ideas of the Scientific Revolution Unit test Extended writing on the connection between Adam Smith and John Locke Extended writing on the influence of the Enlightenment and finances on the French Revolution
6.2.12.A.2.a; 6.2.12.C.2.a; 6.2.12.A.3.a; 6.2.12.A.3.b; 6.2.12.A.3.c; 6.2.12.A.3.d; 6.2.12.A.3.g; 6.2.12.D.3.c; 6.2.12.D.3.d; 6.2.12.D.3.e LA 9-10; LA 9-10.RH9-10.1 - 10.10; LA 9-10.WCCR.2,6,7,8,9,10; LA 9-10 WHST 9-10.1 -10.10	A nation with a strong modernized economy can take advantage of societies with less advanced societies.	How does societal structure often shape changes in economic structure? What is the relationship between industrialization and imperialism? What is the relationship between imperialism and nationalism?	Pre-test Student Survey Oral/Questions/ Discussion Anticipatory Set Questions	Student presentations Mock Congress/ debate Graphic organizers Social pyramids DBQ Primary/ secondary source analysis Outlining Map creation	Tests Quizzes Extended writing Political cartoon creation T-shirt project

6.2.12.A.4.a; 6.2.12.A.4.b; 6.2.12.A.4.c; 6.2.12.A.4.d; 6.2.12.B.4.a; 6.2.12.B.4.b; 6.2.12.B.4.c; 6.2.12.B.4.d; 6.2.12.C.4.a; 6.2.12.C.4.b; 6.2.12.C.4.c; 6.2.12.C.4.d; 6.2.12.D.4.a; 6.2.12.D.4.b; 6.2.12.D.4.c; 6.2.12.D.4.d; 6.2.12.D.4.e; 6.2.12.D.4.f; 6.2.12.D.4.g; 6.2.12.D.4.h; 6.2.12.D.4.i; 6.2.12.D.4.j; 6.2.12.D.4.k; 6.2.12.D.4.l LA 9-10; LA 9-10.RH9-10.1 - 10.10; LA 9-10.WCCR.2,6,7,8,9,10; LA 9-10 WHST 9-10.1 -10.10	Large-scale conflict requires economic shifts in a nation during the conflict and can have long lasting economic impact after the conflict.	Why does nationalism and global power often lead to conflict? How does conflict provoke societal and economic change? Does war solve problems?	Pre-test Student Survey Oral/Questions/ Discussion Anticipatory Set Questions	Graphic organizer war web essay telegram decoding primary and secondary source analysis board game timeline	Board games creation Essay writing Tests Quizzes
6.2.12.A.5.a; 6.2.12.A.5.b; 6.2.12.A.5.c; 6.2.12.A.5.d; 6.2.12.A.5.e; 6.2.12.B.5.a; 6.2.12.B.5.b; 6.2.12.B.5.c; 6.2.12.B.5.d; 6.2.12.B.5.e; 6.2.12.C.5.a; 6.2.12.C.5.b; 6.2.12.C.5.c; 6.2.12.C.5.d; 6.2.12.C.5.e; 6.2.12.C.5.f; 6.2.12.C.5.g; 6.2.12.D.5.a; 6.2.12.D.5.b; 6.2.12.D.5.c; 6.2.12.D.5.d; 6.2.12.A.6.a; 6.2.12.A.6.b; 6.2.12.A.6.c; 6.2.12.A.6.d; 6.2.12.B.6.a; 6.2.12.C.6.a; 6.2.12.C.6.a; 6.2.12.C.6.b; 6.2.12.C.6.c; 6.2.12.C.6.d; 6.2.12.D.6.a LA 9-10; LA 9-10.RH9-10.1 - 10.10; LA 9-10.WCCR.2,6,7,8,9,10; LA 9-10 WHST 9-10.1 -10.10	There is an increasing trend toward global interdependence.	What is global interdependence? How has technology changed society? What factors constitute positive social change?	Pre-test Student Survey Oral/Questions/ Discussion Anticipatory Set Questions	Model United Nations	Model United Nations participation, presentation and resolution

Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: Geography and Culture	Enduring Understanding: Geography impacts the way a culture develops, including economic systems and economic success. At the conclusion of this unit, students will be able to: 1. Define and apply "geography" along with "culture" and its universal components. 2. Understand that cultural components vary but are universal to mankind and be able to demonstrate that knowledge of geography and culture enables people to interpret the past, understand the present and plan for the future.	3 weeks
Unit 2: The Beginning of Modern Times	Enduring Understanding: Exploration, commercialism, colonization and the rise of trade led to cultural diffusion and global economic dependence. At the conclusion of this unit, students will be able to: 1. Define "social change" and identify examples of said change in any number of societies/civilization. 2. Understand how the Renaissance, Reformation and the rise of constitutional monarchies transformed European societies. 3. Understand the connection between exploration, commercialism, trade and imperialism which impacted both the Western and non-Western world.	6 weeks
Unit 3: The Age of Revolution	Enduring Understanding: Political ideas directly affect social, economic and political development. At the conclusion of this unit, students will be able to: 1.Define the concept of "revolution" and apply said concept to understand the changing conditions of society during the Scientific Revolution and the Enlightenment. 2. Understand that new philosophies challenged the existing structure of society and that revolution propelled the development of modern political thought.	6 weeks

Unit 4: Nationalism, Industrialization and Imperialism	Enduring Understanding: A nation with a strong modernized economy can take advantage of societies with less advanced societies. At the conclusion of this unit, students will be able to: 1. Apply an understanding of the impact of industrialization as a motivating factor for imperialism. 2. Understand the relationship between imperialism and the development of national interests. 3. Discuss the global effects of expansion on non-western countries.	6 weeks
Unit 5: Global Conflict	Enduring Understanding: Large-scale conflict requires economic shifts in a nation during the conflict and can have long lasting economic impact after the conflict. At the conclusion of this unit, students will be able to: 1. Understand the reciprocal relationship between war and social, political economic and technological change. 2. Understand that there is an increasing trend towards global interdependence. 3. Analyze the clashes of political and economic ideologies that lead to conflict.	6 weeks
Unit 6: The Contemporary World	Enduring Understanding: There is an increasing trend toward global interdependence. At the conclusion of this unit, students will be able to: 1. Apply an understanding of the abilities and limitations of international bodies and organizations. 2. Apply historical understanding to an analysis of present day challenges. 3. Evaluate the impact of economic, political, and social globalization on the Western and non-Western world. 4. Understand how cooperation and conflict influence the control of economic, political and social entities on Earth.	5 weeks

Unit 01 - Honors Economic Geography

Unit Plan

Enduring Understandings:
Geography impacts the way a culture develops, including economic systems and economic success.

Essential Questions:
How does geography affect human development?
How do geographic resources impact economic success or failure?
What aspects of culture are impacted by the economic system of a culture?

Unit Goals:
Students will be able to define and apply "geography" along with "culture" and its universal components.
Students will understand that cultural components vary but are universal to mankind and be able to demonstrate that knowledge of geography and culture enables people to interpret the past, understand the present and plan for the future.

Recommended Duration: 3 weeks

Guiding/ Topical Questions	Content/ Themes/ Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
To what extent does geography and culture influence economics?	Five themes of geography Seven elements of culture Longitude and latitude Major world religions Understand the interaction of natural resources and economic development Type of governments	Textbook Internet Newspapers Maps/Atlas/Globes	Create a comparison chart of the different major world religions and their belief systems. Use maps and globes to label and identify key longitude and latitude lines. Research different cultures and identify their characteristics based on the seven elements. Work cooperatively in groups to build towers while working within the constraints of specific government types to then identify the pros and cons of the different government systems.	Create a culture/Define your own culture (students will have to identify and describe the major elements of culture and make choices that coexist properly) – use a rubric to ensure all aspects of assessed. Test/quizzes that assess and have activities to ensure understanding of key geographic and cultural terms and their implication on people's lifestyle.
How does cultural diffusion impact the world economy?	Ethnocentrism Analyze the relationship between economic activity and land use. Types of economies Asian & Muslim contributions Roman and Greek contributions	Textbook Internet Map/atlas/globes	Debate ethnocentrism v. patriotism Create a map charting the path of the development of mass communication (paper, printing press, newspapers, radio, TV, internet) Create organizers of the major contributions of the past major world societies (Greek, roman, Muslim, Chinese)	Debate should be graded according a rubric on each individual role and background research Test/quizzes that assess and have activities to ensure understanding of diffusion and societal contributions

Why are societies becoming more interdependent?	Examine and identify events and the technological developments that contribute to global interdependence and cultural diffusion (Roman empire, colonialism, trade & travel, mass media).	Textbook Internet Map/atlas/globes	Create a map of important natural resources Research the major imports and exports of three major world countries.	Writing Assignment: How does the need for natural resources create to trade arrangements that make the world interdependent? Test/quizzes that assess and have activities to ensure understanding of how diffusion has led to interdependence.

2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B	Geography, People, and the Environment
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.5.c	Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Research to Build and Present Knowledge
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Production and Distribution of Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Text Types and Purposes
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Integration of Knowledge and Ideas
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Craft and Structure
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.W.CCR.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.

2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1	Write arguments focused on discipline-specific content.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

Differentiation

Students with individual learning styles can be assisted through adjustments in teaching and assessment strategies, one-to-one teacher support, additional testing time, and the use of visual and auditory teaching methods. A wide variety of assessments and strategies complement the individual learning experience. Students can also attend relevant educational excursions to supplement instruction. During the debate assignment, roles can be assigned based on student strengths and weaknesses. Cooperative learning assignments on “Making a Tower” can be assigned and altered based on student ability.

Technology

Students can use the Internet and current event articles to examine the relationship between different countries in regards to their economic ties and resources imported and exported.

Students can produce a movie or multimedia presentation in which they define the elements of culture and geographic atmosphere for a specific country discussing the ties, connection and influence from other countries.

College and Workplace Readiness

Students will gain these skills by doing outside research and the reading of primary and secondary source documents. This unit requires a need to gather specific areas of information and merge them to form a complete picture and understanding (i.e. elements of culture and areas of influence of a country to understand their global position and interaction).

Unit 02 - Honors Economic Geography

Unit Plan

Enduring Understandings:
Exploration, commercialism, colonization and the rise of trade led to cultural diffusion and global economic dependence.

Essential Questions:
What provokes societal change?
Is societal change a reflection of society, or is society a reflection of societal change?
What cultural patterns of the non-Western World helped to shape Western development?
How does increased trade lead to global interdependence?

Unit Goals:
Students will be able to define "social change" and identify examples of said change in any number of societies/civilizations.
Students will understand how the Renaissance, Reformation and the rise of constitutional monarchies transformed European societies.
Students will understand the connection between exploration, commercialism, trade and imperialism which impacted both the Western and non-Western world.

Recommended Duration: 6 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Why did intellectual and artistic ideas that developed during the Renaissance mark the beginning of the modern world?	DaVinci Humanism Fresco High Renaissance Resume Writing	Dante's "Divine Comedy" Chaucer's "Canterbury Tales" Internet images of art by the leading artists of the time Vasari's "Lives of the Artists" Relevant websites Textbook	Examine the art and sculptures of the time period Educational Excursion to an art museum Teacher led discussion on humanism, liberal arts studies and the influence of the Roman empire.	Oral presentation on a piece of art or literature from the Renaissance time period graded according to a presentation rubric. Multimedia presentation on humanism and its connection to the spreading of knowledge.

How is the Reformation a societal response to the ideological changes of the time period?	Erasmus Christian Humanism Martin Luther Role of religion in society Calvinism Catholic Reformation	Primary Source Documents: Erasmus' "The Praise of Folly" Luther's "Ninety-Five Theses" Relevant websites Textbook	Students will read quotes from Martin Luther to analyze and assess his beliefs and how it is a divergence from past beliefs. Graphic organizer on the new protestant religions and how the changes enacted reflect society's new views.	Complete a source analysis and comparison on the ideas and issues discussed in "The Praise of Folly" and "The Ninety-Five Theses". (Responses will be graded based on a writing rubric).
How did social, political, and economic changes replace traditional values?	Urban society secular commercial capitalism growing middle class English Reformation	Excerpts from "The Prince" Excerpts from "The Book of the Courtier" Relevant websites Textbook	Create a Venn diagram comparing and contrasting the lifestyle of the Middle Ages to the Renaissance. Create a social pyramid of the new Renaissance social classes. DBQ on Renaissance that analyzes the common themes of the time period - knowledge and religious change	Extended writing response: Discuss the key characteristics of Renaissance society. How is it different from the Middle Ages? (Responses will be graded based on a writing rubric).
Why did non-Western achievements lure European interests and expansion in their lands?	God, Gold, Glory Spice trade Silk Major Explorers Line of Demarcation	Excerpts from Marco Polo's "The Travels" Textbook Relevant websites "The Requirement"	Graphic organizer on the Motives of Exploration and how these motives are linked to the new type of society set up during the Renaissance. Students will read and analyze primary sources on the means of conquest - "The Requirement"	Extended written response "Can you support/argue that the Italian trade system is the 1st step to a global market?" (Responses will be graded based on a writing rubric).

What were the implications of European dominance on non-European cultures?	Columbian Exchange Conquistadors Encomienda system Triangle trade routes Middle passage	Primary source writings from Columbus Video clips on the middle passage and the slave trade "How did Native Americans Respond to Christianity" by Thomas Giles and "the Great Disease Migration" by Geoffrey Cowley Textbook Relevant websites "Inhuman Bondage" Map of triangular trade Map of Columbian Exchange	Primary and Secondary sources reading with discussion questions as well as reading comprehension questions.	Analysis of source material graded based on accuracy and ability to analyze its importance to the topic. Extended writing response: "Describe the impact of European colonialism on Native American and African peoples?" Responses will be graded based on a writing rubric.
In what ways did exploration and colonization affect the development of the Western World?	Mercantilism Colonialism Balance of trade Absolute powers European wars and revolutions	Adam Smith, “Wealth of Nations” Textbook Relevant websites	Graphic organizer on the reasons for countries' growth and desire for strong leadership and control.	Extended writing response: "How does the Columbian Exchange and the Commercial Revolution change the world economy?" (Responses will be graded based on a writing rubric).

2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.1	The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B	Geography, People, and the Environment
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.1.d	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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.1.e	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.1.f	Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.2.a	Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.2.b	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.2.a	Determine the factors that led to the Renaissance and the impact on the arts.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.2.c	Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Research to Build and Present Knowledge
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Production and Distribution of Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST	Writing

2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Text Types and Purposes
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Integration of Knowledge and Ideas
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Key Ideas and Details
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Craft and Structure
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Range of Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Range of Reading and Level of Text Complexity
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH	Reading
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.W.CCR.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1	Write arguments focused on discipline-specific content.

2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.RR	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.AR	Age of Revolutions (1750-1914)

Differentiation

Students with individual learning styles can be assisted through adjustments in teaching and assessment strategies, one-to-one teacher support, additional testing time, and the use of visual and auditory teaching methods. A wide variety of assessments and strategies complement the individual learning experience. Differentiation can be achieved through the assessment of the writing skill and length of assignment. Differentiation can also be made through the assignment of pieces of art and literature for presentations.

Technology

Students can use the Internet to gather research on current imports and exports of key exploration countries and track the continuation of the Columbian Exchange and the commercial capital exchange started during the Renaissance.

Students can produce a movie or multimedia presentation in which they define the ideals of humanism and discuss its current usage, as well as examining the spreading of knowledge today (i.e. relate the printing press to the Internet).

College and Workplace Readiness

Students will gain these skills by doing outside research and the reading of primary and secondary source documents, as well as writing exercises. Students should write an essay discussing how the rise of humanism impacts commercial capitalism and the beginnings of a total global economy.

Unit 03 - Honors Economic Geography

Unit Plan

Enduring Understandings:
Political ideas directly affect social, economic and political development.

Essential Questions:
What is laissez-faire? How do Adam Smith's philosophies connect to the new political ideas of the time period?
How do new philosophies challenge existing facets of society?
How did democratic and nationalistic movements reshape countries?

Unit Goals:
Students will be able to define the concept of "revolution" and apply said concept to understand the changing conditions of society during the Scientific Revolution and the Enlightenment.
Students will understand that new philosophies challenged the existing structure of society and that revolution propelled the development of modern political thought.
How is the French Revolution a product of the Enlightenment?

Recommended Duration: 6 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What does it mean to be reasonable and why is "reason" valued?	Descartes Francis Bacon and the Scientific Method	Textbook Internet research Relevant websites	Oral presentations on the major scientists/discoveries/theories of the time period Outline of key concepts	Unit assessments Presentations will be graded with a rubric on historical accuracy and presentation skill
Why did the Scientific Revolution change the way people viewed the world and their place in it?	Aristotle Evaluate the impact of Galileo's beliefs Ptolemaic System Copernicus and Kepler Newton	Textbook Internet research Relevant websites Map of Ptolemaic and Heliocentric Universe	Oral presentations on the major scientists/discoveries/theories of the time period Outline of key concepts	Presentations will be graded with a rubric on historical accuracy and presentation skill

Do political systems emanate from the need of humans for order, rights, or freedom?	Montesquieu and separation of powers Voltaire and deism Adam Smith and laissez-faire Beccaria and criminal justice	Textbook "Crimes and Punishment" by Beccaria Relevant websites	Websites of the different philosophies that are a part of the United States government Read excerpts from "Crimes and Punishment" by Beccaria Read excerpts from "Invisible Hand" by Adam Smith (Primary Source Document)	Written tests and quizzes that assesses key terminology and answer the question "How do Adam Smith's ideas correlate to John Locke's theory of government?"
Should "natural rights" apply to everyone?	John Locke Rousseau Declaration of Independence Bill of Rights English Bill of Rights	Textbook "Invisible Hand" by Adam Smith Declaration of Independence Bill of Rights English Bill of Rights	Read the Declaration of Independence and the Bill of Rights and identify where Locke's ideas can be identified. Create a comparison chart of the different ideologies and their view on the role of government and society.	Written tests and quizzes that assess key terminology and answer the question "How did Descartes and Francis Bacon help to influence new government ideals such as John Locke and Rousseau?"
What makes the French Revolution a true "classic" political and social revolution?	Storming of the Bastille Civil Constitution of the Clergy new social structure of French society	Textbook History Channel video "The French Revolution" Relevant websites	Create a social pyramid of the old and new social structure in France. Hold a mock Estates-General to understand the voting system in France. Complete a graphic organizer on the initial changes implemented after the revolution began.	Extended writing response "What role did economic issues play in the French Revolution?" Be sure to think through all governmental controls. (Responses will be graded using a writing rubric).
How does the French Revolution extended personal liberties, how does it limit them?	Declaration of the Rights of Man Understand the progression of the different government systems and the protections and abuses of people's rights Reign of Terror	Textbook Declaration of the Rights of Man History Channel video "The French Revolution" Relevant websites	Create a timeline of the nine different French governments and their style and viewpoints for society. Complete a primary source reading and analysis of the *Declaration of the Rights of Man and the Citizen*.	Written tests and quizzes that assess key terminology and answer the question "Examine the different systems of government in France from 1789 until 1812. Which was the most democratic? Which form of government was the most effective and why?

2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.2.a	Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.2.b	Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.2.c	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).
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.3.b	Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.3.c	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.3.d	Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Research to Build and Present Knowledge
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Production and Distribution of Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST	Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Text Types and Purposes
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Integration of Knowledge and Ideas
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Key Ideas and Details
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Craft and Structure
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Range of Writing

2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Range of Reading and Level of Text Complexity
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH	Reading
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.W.CCR.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1	Write arguments focused on discipline-specific content.

2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

Students with individual learning styles can be assisted through adjustments in teaching and assessment strategies, one-to-one teacher support, additional testing time, and the use of visual and auditory teaching methods. A wide variety of assessments and strategies complement the individual learning experience. The length of primary source excerpts can be varied based on student ability. The manner in which the oral presentation is given can vary based on student interest and ability.

Technology

Students can use the Internet and current event articles to examine key concepts of this unit.
Students can produce a movie or multimedia presentation in which they define, describe and show a true understanding of the key concepts and the enduring understanding of this unit. Students need to use the Internet and be able to find relevant sources for the Scientific Revolution presentations.

College and Workplace Readiness

Students will gain these skills by doing outside research and the reading of primary and secondary source documents. Students should also be required to write an essay in which they incorporate multiple ideas of the unit into showing their total understanding of the enduring understanding of the unit. Extended response questions require students to utilize previous learned material (Enlightenment) to understand a later event (French Revolution).

Unit 04 - Honors Economic Geography

Unit Plan

Enduring Understandings:
A nation with a strong modernized economy can take advantage of societies with less advanced societies.

Essential Questions:
What drives one nation to conquer another?
What is the relationship between industrialization and imperialism?
What is the relationship between imperialism and nationalism?

Unit Goals:
Students will be able to apply an understanding of the impact of industrialization as a motivating factor for imperialism.
Students will be able to understand the relationship between imperialism and the development of national interests.
Students will be able to discuss the global effects of expansion on non-western countries?

Recommended Duration: 6 weeks

Guiding/ Topical Questions	**Content/ Themes/Skills**	**Resources and Materials**	**Suggested Strategies**	**Suggested Assessments**
How is nationalism a response to a self-determined government?	Nationalism Napoleon Civil Code Congress of Vienna Conservatism Liberalism Concert of Europe Unification of Germany Unification of Italy	Textbook Internet research Relevant websites	In small student groups they will prepare a 20-minute lesson on Nationalism and Industrialization topics. Graphic organizer on Conservatism v. Liberalism Hold a mock Congress of Vienna attempting to settle the European border disputes and problems after Napoleon is defeated.	Student presentations on Nationalism and Industrialization (presentations will be assessed on content, innovation and sequence, procedure, and their personal contribution to the group)

How did factories and industry change people's daily lives and the role of the government?	Factors of Production Capital Entrepreneurs Railroads Iron and Steel Production Growth of cities Industrial middle class Industrial working class Industrial capitalism Socialism Karl Marx and Marxism Trade unions	Textbook Internet Research Karl Marx "The Communist Manifesto" (Primary Source Document)	In small student groups they will prepare a 20-minute lesson on various Nationalism and Industrialization topics Create a chart comparing the Marxist view of government ideology and the "Enlightened" version of governing Create social pyramids of the Renaissance social structure, 1st industrial revolution, 2nd industrial revolution. Graphic organizer on Capitalism, socialism, communism	Student presentations will be assessed on content, innovation and sequence, procedure, and their personal contribution to the group Extended writing response: "Select three effects of the Industrial Revolution and three groups impacted. Possible effects: growth of cities, changing labor conditions, use of natural resources, changes in transportation, rise of Marxism and Socialism" (Graded using a writing rubric on accuracy of content, fluency, grammar).
What factors influenced Western nations to become imperial powers?	Major imperial powers Important natural resources for industry Industrial needs	Textbook Map of natural resources around the world Internet research Relevant websites	Create a "tour" t-shirt for an imperial power and discuss/include: their reasons for imperializing, the areas they took over, and the reason for each territory.	Tour T-shirt will be graded per a rubric on: format/layout/design; organization; content /preparation; and creativity.
How does ethnocentrism shape opinions on imperialism?	Darwinism and Social Darwinism Direct/indirect/protectorate Berlin Conference/division of Africa Social Darwinist beliefs	Imperialism political cartoons Primary Source Documents: "White Man's Burden" "Black Man's Burden" Textbook	Complete a DBQ on the different pros and cons to the western imperialism of the non-western world Read the "White Man's Burden" and the "Black Man's Burden" and compare the viewpoints.	Students will create their own political cartoon dealing with one concept and/or impact of ethnocentrism during Imperialism.

How is the rise of nationalism a response to foreign imperialism?	Education of colonial areas Disrespect of local cultures and religions Latin American independence	Primary Source Analysis: "A Call to Arms" Textbook	Read and analyze the primary source "A Call to Arms" Create an outline of the different types of nationalist movements in South East Asia, Africa and Latin America	Extended writing response "Discuss how the belief in nationalism created turmoil in Europe and created revolutions that changed the face of Europe." (Graded according to a writing rubric).
How does imperialism create conflict among Western powers?	Cash crop economies Key trade and resource regions Alliance systems	Relevant websites Textbook	Create maps of the colonial territories to identify key regions of competition	Written test or quiz that focuses on all key topics and examines the question of "How did industrialization and nationalism create the abilities to imperialize and how does imperializing create tension?" Unit Assessment

2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.2.a	Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.3.b	Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.3.c	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.3.d	Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.3.b	Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.3.c	Relate the role of geography to the spread of independence movements in Latin America.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.3.c	Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.3.a	Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land holding.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, and competition for global markets, imperialism, and natural resources.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.3.e	Assess the impact of imperialism on economic development in Africa and Asia.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.3.f	Determine the extent to which Latin American political independence also brought about economic independence in the region.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Research to Build and Present Knowledge
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Production and Distribution of Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST	Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Text Types and Purposes
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Key Ideas and Details
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Craft and Structure
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Range of Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH	Reading
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
2010	College- and Career-Readiness Standards	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

	and K-12 English Language Arts			
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.W.CCR.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1	Write arguments focused on discipline-specific content.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

Students with individual learning styles can be assisted through adjustments in teaching and assessment strategies, one-to-one teacher support, additional testing time, and the use of visual and auditory teaching methods. A wide variety of assessments and strategies complement the individual learning experience. Topic Assignment for the Nationalism and Industrialization can be based on student interest and student ability. Varying roles and tasks in the Mock Congress of Vienna can appeal to student abilities.

Technology

Students can use the Internet and current event articles to examine key concepts of this unit and create student lessons and the imperialism tour T-shirt.

Students can produce a movie or multimedia presentation in which they define, describe, and show a true understanding of the key concepts and the enduring understanding of this unit. Graphic design can be used for the political cartoon. Presentation programs will be used for the nationalism and industrialization lessons.

College and Workplace Readiness

Students will gain these skills by doing outside research and the reading of primary and secondary source documents. Students should also be required to write an essay in which they incorporate multiple ideas of the unit into showing their total understanding of the enduring understanding of the unit. Students must be able to learn, understand and then relay information in a clear and organized manner. Students must view one problem from multiple perspectives.

Unit 05 - Honors Economic Geography

Unit Plan

Enduring Understandings:
Large-scale conflict requires economic shifts in a nation during the conflict and can have long lasting economic impact after the conflict.

Essential Questions:
Why does nationalism and global power often lead to conflict?
How does conflict provoke societal and economic change?
Does war solve problems?

Unit Goals:
Students will understand the reciprocal relationship between war, social, political economic and technological change.
Students will understand that there is an increasing trend towards global interdependence.
Students will be able to analyze the clashes of political and economic ideologies that lead to conflict.

Recommended Duration: 6 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How do Nationalism, Industrialization and Imperialism lead to global conflict?	Alliance systems Triple Entente Triple Alliance Militarism Conscription Assassination of Archduke Franz Ferdinand Zimmerman Telegram	"Days that Shook the World" video for assassination of the Archduke and starting of World War I. Textbook	Graphic organizer on the *MAIN* causes of World War I. Create a web of War Declarations based on Alliance systems and militaristic readiness. Essay assignment on the causes of World War I. Decode a text based on the techniques used with the Zimmerman telegram.	Extended Writing: "Identify and explain the four underlying causes of World War I. Be sure to discuss how these ideals and actions made World War I inevitable." (Grade according to a writing rubric).

How did the end of World War I and the Russian Revolution lead to further conflict?	Treaty of Versailles Fear of Communism Resentment by Germany Reparations debt Fourteen Points	Primary Source Documents: Treaty of Versailles Fourteen Points document Textbook	Read and analyze the purpose and impact of key clauses of the Treaty of Versailles. Read Wilson's Fourteen Points and discuss if Wilson was ahead of his time.	Written tests and quizzes addressing the key terms and issues and answer the following question: In what sense was World War II a product of World War I? How did the events and conclusion of World War I lead to the environment that allowed World War II to begin?"
What is the relationship between the global economic depression and its affect on national politics in Europe and Asia?	Dawes Plan Reparations Rise of totalitarianism	Textbook Source Quotes from Hitler, Stalin and Mussolini	Graphic organizer on the immediate issues after World War I and the reasons citizens accept totalitarianism. Create a timeline of Hitler's rise to power. Read excerpts from Stalin, Hitler and Mussolini and find the common threads of promises and leadership style.	Written tests and quizzes addressing the key terms and issues and answer the following question: "What aspects of post-World War I society opened the door for the rise of totalitarian leadership?"
What was the impact of totalitarianism in the middle of the 20th century?	Loss of personal liberties Command economies Fascism	Textbook "The Formation of Collective Farms"	Students will create board games on the causes of WWII and major topics of WWII. Primary source analysis on Stalin's collectivization program and its impact on citizens.	Students will be graded according to a rubric based on integration of historical accuracy, and creativity
How has technology, spurred on by conflict, changed the face of war and society in general?	Trench warfare Machine gun U-boats Airplane Tank Poison gas	Textbook Discovery Education video on trench warfare and war technology	Create graphic organizers on the two fronts of WWI and the two theaters of WWII discussing their style and means of fighting.	Written tests and quizzes addressing the key terms and issues and answer the following questions: "Describe the impact of trench warfare on the Western Front." "Was the dropping of the atomic bomb a positive decision because it helped end the war and prevent future conflict or negative because of the massive devastation?"

How does the introduction of total war change the way a government interacts with the economy?		Planned economies Propaganda Rations Women in industry Industrial controls and regulations		Textbook *The World Today* by Henry Brun Internet Research	Create a timeline of government intervention in the economy beginning with the introduction of laissez-faire ending with today's system, explaining why you see a rise or fall in government control/influence.	Written tests and quizzes addressing the key terms and issues and answer the following question: "Is a limitation of personal liberties and an increase in government control appropriate during war time? Why or why not? Support with historical examples."
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.4	Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.				
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.4.a	Explain the rise of fascism and spread of communism in Europe and Asia.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.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.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.4.b	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).		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.4.d	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.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.		
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.4.g	Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of "total war"		
2009	Social Studies	Grades: 9-12	SOC.9-	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to		

			12.6.2.12.D.4.h	the emergence of movements for national self-rule or sovereignty in Africa and Asia.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.4.l	Assess the cultural impact of World War I, the Great Depression, and World War II.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Research to Build and Present Knowledge
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST	Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Text Types and Purposes
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Integration of Knowledge and Ideas
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Key Ideas and Details
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Craft and Structure
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Range of Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Range of Reading and Level of Text Complexity
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH	Reading
2010	College- and Career-Readiness Standards and K-	Grades 9-10 Literacy in History/Social	LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

	12 English Language Arts	Studies		
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.W.CCR.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1	Write arguments focused on discipline-specific content.
2010	College- and Career-Readiness Standards and K-	Grades 9-10 Literacy in History/Social	LA.9-10.WHST.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

	12 English Language Arts	Studies		
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
2010	College- and Career-Readiness Standards and K-	Grades 9-10 Literacy in History/Social	LA.9-10.WHST.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

	12 English Language Arts	Studies		
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.4.i	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.

Differentiation

Students with individual learning styles can be assisted through adjustments in teaching and assessment strategies, one-to-one teacher support, additional testing time, and the use of visual and auditory teaching methods. A wide variety of assessments and strategies complement the individual learning experience. Work can be differentiated by allowing for a variety of topics emphasized for the board game. Source material can be divided and assigned based on student ability.

Technology

Students can use the Internet and current event articles to examine key concepts of this unit.

Students can produce a movie or multimedia presentation in which they define, describe and show a true understanding of the key concepts and the enduring understanding of this unit. Internet research will be required for the board games and the timeline of government intervention

College and Workplace Readiness

Students will gain these skills by doing outside research and the reading of primary and secondary source documents. Students should also be required to write an essay in which they incorporate multiple ideas of the unit into showing their total understanding of the enduring understanding of the unit. The writing assessments should encourage students to draw on the connections of the past historical concepts and their impact on the more modern issues.

Unit 06 - Honors Economic Geography

Unit Plan

Enduring Understandings:
There is an increasing trend towards global interdependence.

Essential Questions:
What is global interdependence?
How has technology changed society?
What factors constitute positive social change?

Unit Goals:
Students will be able to apply an understanding of the abilities and limitations of international bodies and organizations.
Students will be able to apply historical understanding to an analysis of present day challenges.
Students will be able to evaluate the impact of economic, political, and social globalization on the Western and non-Western world.
Students will be able to understand how cooperation and conflict influence the control of economic, political and social entities on Earth.

Recommended Duration: 5 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is the effectiveness of international organizations?	United Nations NATO Warsaw Pact	Textbook Internet research Database Research: Culture Grams World Geography and Culture Global Issues in Context	Model United Nations - Students will have the role of a UN delegate and research the background and ideology of that country. Students will also prepare a UN resolution on a current international issue. They will debate and discuss a variety of international issues from the viewpoint of their assigned country. Educational Excursion to the United Nations. (Tour of the United Nations)	Resolution is assessed on a rubric Class room debate, and presentation of issue Model United Nations participation and presentation grade Accuracy to issue background and country position used in assessment

What are the lasting effects of the Cold War?	Nuclear proliferation Marshall Plan Truman Doctrine Domino Theory Khrushchev Space race	Textbook Internet research Database Research: Culture Grams World Geography and Culture Global Issues in Context	Cold War Cause/Effect Chart Model United Nations- Students will have the role of a UN delegate and research the background and ideology of that country. Students will also prepare a UN resolution on a current international issue. They will debate and discuss a variety of international issues from the viewpoint of their assigned country.	Resolution is assessed on a rubric, class room debate and presentation of issue, Model United Nations participation and presentation grade Accuracy to issue background and country position used in assessment
Is nuclear proliferation the largest threat to the well being of our civilization?	Arms race Terrorism	Textbook Internet research Database Research: Culture Grams World Geography and Culture Global Issues in Context	Class Debate: Is nuclear proliferation the largest threat to the well being of our civilization? Model United Nations - Students will have the role of a UN delegate and research the background and ideology of that country. Students will also prepare a UN resolution on a current international issue. They will debate and discuss a variety of international issues from the viewpoint of their assigned country.	Class debate rubric Resolution is assessed on a rubric, class room debate and presentation of issue, Model United Nations participation and presentation grade Accuracy to issue background and country position used in assessment
At what level do all nations benefit from the rise of multinational economic relationships?	European Union Economic miracle of Germany Economic miracle of Japan Global economy	Textbook Internet research Database Research: Culture Grams World Geography and Culture Global Issues in Context	Class Debate: Should the world have absolute free trade? Model United Nations - Students will have the role of a UN delegate and research the background and ideology of that country. Students will also prepare a UN resolution on a current international issue. They will debate and discuss a variety of international issues from the viewpoint of their assigned country.	Class debate rubric Resolution is assessed on a rubric, class room debate and presentation of issue, Model United Nations participation and presentation grade Accuracy to issue background and country position used in assessment.

Is there an effective solution to the rise in global environmental degradation?	Deforestation Acid rain Kyoto Protocol Greenhouse effect Ozone depletion	Textbook Internet research Database Research: Culture Grams World Geography and Culture Global Issues in Context	Model United Nations - Students will have the role of a UN delegate and research the background and ideology of that country. Students will also prepare a UN resolution on a current international issue. They will debate and discuss a variety of international issues from the viewpoint of their assigned country.	Resolution is assessed on a rubric, class room debate and presentation of issue, Model United Nations participation and presentation grade. Accuracy to issue background and country position used in assessment.

2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.5	Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.5.a	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, and periodic military clashes.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.5.c	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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.5.b	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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.5.c	Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.5.d	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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.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.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
2009	Social Studies	Grades: 9-12	SOC.9-12.6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Research to Build and Present Knowledge
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Production and Distribution of Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST	Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Text Types and Purposes
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Integration of Knowledge and Ideas
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Key Ideas and Details
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Craft and Structure
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Range of Writing
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.	Range of Reading and Level of Text Complexity
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH	Reading
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1	Write arguments focused on discipline-specific content.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
2010	College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 Literacy in History/Social Studies	LA.9-10.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation

Students with individual learning styles can be assisted through adjustments in teaching and assessment strategies, one-to-one teacher support, additional testing time, and the use of visual and auditory teaching methods. A wide variety of assessments and strategies complement the individual learning experience. Model United Nations assignment is differentiated through the assignment of countries and international issues.

Technology

Students can use the Internet and current event articles to examine key concepts of this unit.

Students can produce a movie or multimedia presentation in which they define, describe and show a true understanding of the key concepts and the enduring understanding of this unit. Students will need to do intense Internet research and database research to properly complete the assignment of the Model United Nations.

College and Workplace Readiness

Students will gain these skills by doing outside research and the reading of primary and secondary source documents. Students should also be required to write an essay in which they incorporate multiple ideas of the unit into showing their total understanding of the enduring understanding of the unit. Allows students to do long term planning and incorporate many pieces of information to accomplish one larger goal.