

World History High School World History

Unit 1 - 500 C.E. to 1800 C.E.

Overview: In this unit, students will examine the histories of Latin America, Europe, Africa, and Asia from 500 C.E. to 1800 C.E. They will complete lessons and activities that further their knowledge of these cultures while developing their writing and critical thinking skills.

Time Frame: 35 to 45 Days

Enduring Understandings:

Understand the rise and fall of Ghana's Empire

Understand the beginning of Mali's Empire

Understand the rise and fall of the Maya, the Aztec, and the Incas

Understand the impact of the European colonization on the Americas, Asia, and Africa

Understand the impact of expanding empires-Ottoman, Mughal, Ming, Qing, Japanese, and Russian- outside of Europe

Understand the impact of the Renaissance, Reformation, and Scientific Revolution on the human thought

Understand the impact of Great Dying's engendering new economies, maritime exploration, and exploitation of resources, Columbian Exchange and Trans-Atlantic-Slave Trade

Essential Questions:

Where was the kingdom of Ghana?

How long did it Ghana's empire last?

How are historians able to learn about the kingdom of Ghana?

How might Ghana have become a kingdom?

What led to Ghana's wealth?

What were the significant achievements of the Mayas, Aztecs, and Incas?

What changed the world more between 1400 and 1800—trade, travel, weaponry, or ideas?

What made empires outside Europe rise and decline?

What factors led to European dominance in the emergence of the first global age?

Standards	Topics and Objectives	Activities	Resources	Assessments
6.2.12.A.1.a Compare and contrast the motivations for and methods by which various	Topics 1400 A.D-1800 A.D	Students watch and discuss an introductory video and respond to the questions	<u>Text:</u>	Formative Assessment: https://quizlet.com/31475354/ottomans-safavid-

empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12. A.2.a Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.

6.2.12. A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

6.2.12. 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.

6.2.12. B.1.b Determine the role of natural resources, climate, and topography in European exploration,

First Global Age

Primary Sources

Twenty-First Century Themes and Skills include:
The Four C's
Global Awareness
Financial Literacy
Environmental Literacy
Civic Literacy

Objectives

Students will:

Analyze the impact of trade, travel, and weaponry during the time period- 1400-1800. Discuss how conquest of the Americas triggered an era of global encounters, bringing the disconnected regions of the world together.

Recognize how increased sea travel and exploration produced the *first global age*.

Outline the overall impact of these sea voyages' geographies, global networks, movement of people, ideas, technologies and the transfer of plants, animals, and diseases.

formulative to, "What changed the world more between 1400 and 1800—trade, travel, weaponry, or ideas? (**CRP2, SL.11-12.1**)

During a History Lab, students use both primary and secondary sources to answer comprehension questions about historical facts and higher-order questions that require critical thinking skills. This activity allows students to begin seeing connections over time and between cultures. (**RI.11-12.9**)

Student will review the images that they examined and for each slide, one pair will share their answers to the Challenge Card questions as we view each primary source. (**RI.11-12.9**)

Students write an essay answering the Essential Question: What changed the world the most between 1400 and 1800—trade, travel, weaponry, or ideas? (**W.11-12.1, W.11-12.2**)

Students will use at least eight words from the "Key

History Alive! World Connections, Chapter 10—Era Overview: First Global Age 1400-1800

Web-based Resources:

Prezi
<https://prezi.com/ffi3s2psbqkr/the-ottoman-mughal-ming-qing-empires/>

World History for Us All, Big Era 3 Landscape, *Be the first to practice domestication: an archaeology-based simulation*
http://worldhistoryforusall.sdsu.edu/units/three/landscape/Era03_landscape1.php

Mr. Kash's History & Activities Page-
<http://mrkash.com/>
<http://mrkash.com/activities/>

Conduct short research to identify the factors leading to the rise and fall of the Ming, Qing, Mughal, with Spanish and Ottoman empires.
Rise and Fall of Chinese Dynasties Tied to Changes in Rainfall Article
[Ming Dynasty](#)

[mughal-ming-europeans-and-tokugawa-flash-cards/](#)

http://higher.mheducation.com/sites/0073385514/student_view0/chapter24/interactive_map_quiz.html

http://higher.mheducation.com/sites/0073385514/student_view0/chapter5/multiple_choice_quiz.html

http://higher.mheducation.com/sites/0073385514/student_view0/chapter6/essay_quiz.html

Summative Assessment:
Chapter Tests

Benchmark Assessment:
Common Formative Assessment

Alternative Assessments:

<http://www.schrockguide.net/assessment-and-rubrics.html>

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

<p>colonization, and settlement patterns.</p> <p>6.2.12. B.2.a. 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.</p> <p>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.</p> <p>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.</p> <p>6.2.12. C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p>	<p>Explore during the 16th and 18th centuries the emergence and impact of <i>absolute rule</i>. Consider the impact of the gunpowder revolution and why it took place in Eastern Europe and Asia. Discuss how the Ottoman Turks built one of the most powerful empires and created a centralized state to support their empire. Recall how Russia also built a powerful state and empire. Observe how Muslim invaders from Central Asia took power in India and established the Mughal Empire, which lasted from 1526 to 1707. Explain why East Asian states also increased their power during this era. Describe how interrelated factors help account for Europe's rising power by the late 18th century. Show how the Catholic Church also played an important role in colonial society. Discuss the Columbian Exchange and its impact on the global environment. Compare the impact of the slave trade in both Africa and the Americas.</p>	<p>Content Terms" list. In expressing their opinion, for every opinion given, students will cite at least two pieces of evidence. Students will ensure that their writing clearly and concisely states their opinion. (W.11-12.1, W.11-12.1)</p>	<p><u>Credibility Challenge:</u> <u>Identifying Historically Accurate Websites</u> <u>Flow Chart of Ottoman Decline</u></p>	<p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Types of Assessments: https://www.teachthought.com/pedagogy/6-types-assessment-learning</p>
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6.2.12. C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.

6.2.12.D.1.a

Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.

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

6.2.12. D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12. D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

6.2.12. D.2.b Determine the factors that led to the

Evaluate the impact of major scientific and technological advancements.

Reformation and the impact on European politics.

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.

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.

6.2.12. D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

Topics

1368 C.E.-1914 C.E.

The decline of Empires- Ottoman, Mughal, Ming, Qing, Japanese, and Russian- outside of Europe.

Twenty-First Century Themes and Skills include:

Students, upon forming pair groupings, will re-write the definition of “empire” in their own words. Then they will use this definition, and what they have learned about the five empires outside Europe, to create a presentation about the factors that led to the rise and decline of empires.

Text:

History Alive! World Connections, Chapter 11 – Expanding Empires outside of Europe.

Web-based Resources:

Brush & Ink: A Look at Traditional Chinese Art
World-affairs.org

Formative Assessment:

http://highered.mheducation.com/sites/0073385514/student_view0/chapter24/interactive_map_quiz.html

http://highered.mheducation.com/sites/0073385514/student_view0/chapter9/study_questions.html

<p>6.2.12. A.4.b. Compare the rise of nationalism in China, Turkey, and India.</p> <p>6.2.12. C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.</p> <p>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.</p> <p>6.2.12. D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are</p>	<p>The Four C's Civic Literacy</p> <p>Objectives</p> <p>Students will:</p> <p>Explore the rise of the Ottoman Empire, its emperors, power structure, and its eventual decline.</p> <p>Explore the rise of the Mughal Empire, its emperor Akbar, and its eventual decline.</p> <p>Show how the success of Mughal rule depended on the vast wealth and resources of the Indian subcontinent.</p> <p>Observe the rise of the Ming Empire, its key emperors, power structure, and its eventual decline.</p> <p>Recognize the rise of the Qing Empire, its key emperors, power structure and its eventual decline.</p> <p>Explore the rise of the Japanese Empire, its key emperors, feudal power structure, and its eventual end of isolation era.</p> <p>Recall how Chinese influence impacted the social system of Japan.</p> <p>Explore the rise of the Russian Empire, its key czars, power structure, and</p>	<p>(CRP4, W.11-12.1, W.11-12.2)</p> <p><i>Writing for Understanding Activity:</i> Students analyze how military, cultural, political, economic, and social factors led to the rise and decline of five empires outside Europe.</p> <p>When all group members have finished their notes, students will follow these steps to complete the row of the matrix for your assigned empire:</p> <p><i>Step 1:</i> The “military expert” student in each group will share first. All other students should have their pens ready to write.</p> <p><i>Step 2:</i> This student explains the military factors that helped your empire rise and thrive. All other group members take notes in the appropriate box of the Student Handout.</p> <p><i>Step 3:</i> Group members may ask the “military expert” student questions.</p> <p><i>Step 4:</i> Repeat these steps for the remaining factors.</p> <p>(CRP8, 8.1.12.A.2, SL.11-12.1)</p> <p>Student will decide which empire in this lesson they</p>	<p>http://highered.mheducation.com/sites/0073385514/student_view0/chapter9/interactive_map_quiz.html</p> <p>http://highered.mheducation.com/sites/0073385514/student_view0/chapter9/multiple_choice_quiz.html</p> <p>http://highered.mheducation.com/sites/0073385514/student_view0/chapter12/multiple_choice_quiz.html</p> <p>Summative Assessment: Chapter Tests</p> <p>Alternative assessments:</p> <p>http://www.schrockguide.net/assessment-and-rubrics.html</p> <p>Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p>
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<p>inherent in living in an interconnected world.</p> <p>WHST.11-12.10. 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.</p>	<p>its eventual end of monarchy.</p>	<p>think was the most impressive. Then students will write a eulogy praising that empire. Their eulogy must:</p> <p>Contain references to how each of the five types of factors (military, cultural, political, economic, and social) helped the empire rise and thrive.</p> <p>Sorrowfully explain two reasons why the empire declined.</p> <p>Include at least one illustration and other appropriate decorative touches.</p> <p>Contain correct spelling and grammar. (W.11-12.1, W.11-12.2)</p>	<p>Types of Assessments: https://www.teachthought.com/pedagogy/6-types-assessment-learning</p>
<p>6.2.12. A.2.a Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.</p> <p>6.2.12. B.2.a. 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.</p>	<p>Topics 1300 C.E. - 1800 C.E.</p> <p>Renaissance Reformation Scientific Revolution Enlightenment</p> <p>Twenty-First Century Themes and Skills include: The Four C's Civic Literacy Global Awareness</p> <p>Objectives</p>	<p>In pairs students review an image and list at least five details they see in the image and explain what they think is happening. Next, students will answer the question, "What ideas transformed Europe in the early modern era?" (RL.11-12.2, SL.11-12.1)</p> <p><i>Problem Solving Group Activity:</i> Students take on the role of various European thinkers from the Renaissance,</p>	<p><u>Text:</u></p> <p>History Alive! World Connections, Chapter 12 – Transformations in Europe</p> <p><u>Web-based Resources:</u></p> <p>The Middle Ages, Teacher Guide, pbs4549.org westernreservepublicmedia.org/middleages/images/middleages.pdf (See pg.89-111)</p> <p>Formative Assessment: http://higher.ed.mheducation.com/sites/0073385514/student_view0/chapter11/multiple_choice_quiz.html</p> <p>Summative Assessment: Chapter Tests</p>

<p>6.2.12. C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>6.2.12. D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.</p> <p>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.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<p>Students will:</p> <p>Describe the roots of the Renaissance.</p> <p>Recall how the wars and the <i>Black Death</i> of this era caused turmoil in Europe.</p> <p>Identify how humanism impacted the revival of thought of this era.</p> <p>Outline the impact of perspective on art of the Renaissance.</p> <p>Explain why values expressed in Renaissance art and literature provided tensions with the Catholic Church.</p> <p>Review how Martin Luther's criticisms of the Catholic Church, serve as the basis of the Reformation and the foundation of the Lutheran Church and its members, the Protestants.</p> <p>Consider why the challenges of the Reformation caused the Catholic Church to begin its own campaign of reform and renewal.</p> <p>Explain the Scientific Revolution and how it transformed life in Europe and around the world.</p> <p>Identify how Nicolaus Copernicus' studying of the</p>	<p>Reformation, Scientific Revolution, and Enlightenment and debate which of the thinkers most transformed Europe and which most impacts the world today. (SL.11-12.1, RI.11-12.9)</p> <p><i>Enrichment Activity:</i></p> <p>Student will identify example of key persons who were successful in shifting political thought, including William Wilberforce. (RL.11-12.2)</p> <p>.</p>	<p>Learn Through Literature: https://txcss.net/learn-through-literature/</p>	<p>Alternative assessments:</p> <p>http://www.schrockguide.net/assessment-and-rubrics.html</p> <p>Performance based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Types of Assessments: https://www.teachthought.com/pedagogy/6-types-assessment-learning</p>
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universe led to the field of astronomy.
 Review how Isaac Newton's publishing of Principia births the science of physics and a greater understanding of the universe.
 Consider how the Enlightenment is a direct result of Scientific Revolution, Renaissance, and the Reformation.
 Explore the contributions of the major thinkers of the British Enlightenment.
 Outline the contributions of the French Philosophers during the Enlightenment.

6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12. 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.

Topics	Students will watch and discuss an introductory PowerPoint and respond to the questions, "What factors led to European dominance in the emergence of the first global age?" (CRP2)	<u>Text:</u> History Alive! World Connections, Chapter 13 – Toward a Global Economy	Formative Assessment: http://higher.mheducation.com/sites/0073385514/student_view0/chapter22/multiple_choice_quiz.html
1300 C.E. – 1700 C.E. Spain's Voyages Portugal's Voyages Trans-Atlantic Slave Trade Mercantilism vs. Capitalism	<i>Activity Response Group:</i> Students will summarize their reading by creating a note-taking outline. Their outline should include:	<u>Web-based Resources:</u> http://africanhistory.about.com/od/slavery/tp/TransAtlantic001.htm http://www.inmotionaame.org/print.cfm;jsessionid=f830312201472411107893?migration=1&bhcp=1	https://quizlet.com/subject/Trans%252DAtlantic-slave-trade/
Twenty-First Century Themes and Skills include:	<ul style="list-style-type: none"> • The Four C's • Global Awareness • Environmental Literacy • Civic Literacy 	https://www.inmotionaame.org/print.cfm;jsessionid=f830312201472411107893?migration=1&bhcp=1	https://quizlet.com/134074342/test https://quizlet.com/91229776/test
Objectives			

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.

6.2.12. C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

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.

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.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary

Students will:

- Examine why trading centers in southern and northern Europe, over time, established strong ties with one another.
- Explore why through the 1400s and 1500s, unified nation-states slowly emerged.
- Explain how economic competition among European nation-states gave Europe an advantage over other regions of the world.
- Consider Spain and Portugal's exploitation of silver and sugar resources found in the Americas.
- Consider how during **the** Great Dying, diseases killed many millions of Indians, perhaps half of all Indians in the Americas at the time of Columbus's arrival.
- Explore the impact of the Great Dying on the Trans-Atlantic Slave Trade.
- Understand the transport of enslaved Africans to

- Numbers for the main ideas under each subhead
(RL.11-12.2)

Student will review a list of nine factors that contributed to European dominance in the world during the first global age, rank these factors in order of importance, and then explain their reasoning for these rankings. (**CRP2, RL.11-12.2**)

<https://www.rijksmuseum.nl/en/rijksstudio/timeline-dutch-history/1595-1616-the-route-to-the-indies>

Summative Assessment:
Chapter Tests

Alternative assessments:
<http://www.schrockguide.net/assessment-and-rubrics.html>

Performance based evaluation using rubrics
(<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Types of Assessments:
<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

of how key events, ideas and/or author's perspective(s) develop over the course of the text.

the Americas was just the first "side" of what is known as the triangular trade.

- Recall what factors launched the Columbian Exchange.
- Explain the Portuguese merchant's use of force and naval power to dominate the trade of the Indian Ocean.
- Compare economic theories of mercantilism and capitalism.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Topics

Language and its Effects on Identify

Fall of the Incan Civilization

West African Oral Traditions

Objectives

Students will:

- Gain a stronger understanding of how language affects identify.
- Analyze the fall of the Incan Civilization.

Students will learn the importance of language and how it affects the way a person develops his or her identity. They will create language dice to examine the multiple meanings behind race related terminology and use primary sources to gain an understanding of the multiple perspectives behind each term. **(RL.11-12.2)**

Students will read and respond to text-dependent questions to understand the fall of the Incan Civilization. **(RL.11-12.1)**

The New Jersey Amistad Commission Interactive Curriculum, Unit Two, Indigenous Civilizations of the Americas, A New World Construct

The New Jersey Amistad Commission Interactive Curriculum, Unit Two, Indigenous Civilizations of the Americas, Fall of the Incan Civilization

The New Jersey Amistad Commission Interactive Curriculum, Unit Two, Indigenous Civilizations of the Americas, Griot

Formative Assessment:

The New Jersey Amistad Commission Interactive Curriculum, Unit Two, Indigenous Civilizations of the Americas, Common Core Activity, The Periplus of the Erythraean Sea (approximately 60 A.D.)

- Participate in a play to gain first hand experience regarding Western African Oral Traditions.

Students will participate in a play about a West African oral tradition from storytellers called *Griots*.
(SL.11-12.1)

Key Vocabulary:

Ghana, matrilineal, trans-Saharan trade, solar year, stele, glyph, dialect, pictograph, suspension bridge, trephination, globalization, Renaissance Westernization, absolutism, divine right, gunpowder revolution, bureaucracy, Commercial Revolution, capitalism, secular, conquistadors, mestizos inflation, Columbian Exchange, Great Dying, humanism, Reformation. Counter-Reformation Scientific Revolution Enlightenment, empire, tribute, meritocracy, despot, civil service, Renaissance, Reformation, Scientific Revolution, Enlightenment, nation-state circumnavigate indentured servitude mercantilism capitalism, advanced weaponry, caravel, Christianity, conquistadores, Great Dying, mercantilism, Middle Passage, sugar trade

Modifications:

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Use graphic organizers ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls ● Use peer readers ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide additional time to complete a task 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA) ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> ● Use graphic organizers ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons 	<ul style="list-style-type: none"> ● Higher order thinking skills ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Use project-based learning ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum

		<p>around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</p> <ul style="list-style-type: none"> ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	
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Career Ready Practices:

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

Integration of Technology Standards NJSL 8:

8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Integration of 21st Century Standards NJSL 9:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Interdisciplinary Connections: ELA-NJSL/ELA:

RL.11-12.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.9: Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.