



# Somerville Public Schools

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## Office of Curriculum and Instruction

### World History Project - Grade 9

Students taking the World History Project course will examine and assess the geographic, social, political, economic, technological, and cultural factors that have shaped human history. Western and non-Western civilizations and events are analyzed dating from the development of written law and democratic ideas to the present state of global affairs. Students track the development of their own culture through comparisons with other nations and study significant global events and persons through an approach that is structured both thematically and chronologically. Connections between historical events and 21<sup>st</sup> century life are stressed and include an examination of modern-day instances of genocide. Benchmark assessments are employed to track individual student progress.

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Subject: Social Studies Grade Level: 9							
Units and Pacing	Unit 1: Our Big History & Early Humans 4.5 weeks	Unit 2: Cities, Societies, and Empires 4 weeks	Unit 3: Regional Webs 3 weeks	Unit 4: The First Global Age 4.5 weeks	Unit 5: The Long Nineteenth Century 9 weeks	Unit 6: The Great Convergence and Divergence 7 weeks	Unit 7: Contemporary Issues 3 weeks
<b>Transfer Goals</b>	<p><b>-TG1:</b> Analyze the positive and negative consequences of the “agricultural revolution.”</p> <p><b>-TG1:</b> Write arguments using evidence and explanation.</p>	<p><b>-TG1:</b> Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.</p> <p><b>-TG2:</b> Understand and critique the common characteristics of societies such as social hierarchies, specialization of labor, farming, taxes, writing, and cities.</p>	<p><b>-TG1:</b> Identify and evaluate patterns based on evidence.</p> <p><b>-TG2:</b> Evaluate how individuals and groups respond to social, environmental, and political change.</p>	<p><b>-TG1:</b>Evaluate how past interactions of people, cultures, and the environment affect issues across time and cultures.</p> <p><b>-TG2:</b> Incorporate and develop an understanding of multiple perspectives as they apply to historical and current issues.</p>	<p><b>-TG1:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, and continuity and change over time to evaluate historical events and processes.</p> <p><b>-TG2:</b> Identify the engines of change that created our “modern” world</p>	<p><b>-TG1:</b> Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, sourcing, and continuity and change over time to evaluate historical events and processes.</p> <p><b>-TG2:</b> Critique accepted definitions and narratives of history and analyze competing interpretations of historical events.</p>	<p><b>-TG1:</b> Apply historical concepts and content to investigate and propose solutions for contemporary issues.</p>
<b>Enduring Understandings</b>	<p><b>-EU1:</b> Frames, such as communities, networks, and production and distribution, help us examine historical eras.</p> <p><b>-EU2:</b> To better understand the historical perspective, one must consider historical context.</p> <p><b>-EU3:</b> The majority of human history is the story of tiny bands of people in search of wild foods they could forage or hunt. Some humans became farmers, which had advantages as well as consequences.</p>	<p><b>-EU1:</b> Earlier developments lead to new ways to organize human communities and how new connections generate ever-expanding networks. Within agrarian communities we begin to see villages, cities, states, and empires.</p> <p><b>-EU2:</b> States arranged, organized, and exerted control over society and trade in ways that were both beneficial and oppressive. Portable belief systems also</p>	<p><b>-EU1:</b> Internal, external, and environmental factors can all contribute to the rise or fall of a government.</p> <p><b>-EU2:</b> Technology impacts the speed at which globalization occurs.</p>	<p><b>-EU1:</b> New and increased global interactions impacted political systems, trade networks, cultures, social hierarchies, and the environment.</p> <p><b>-EU2:</b> New ideas and values of the Renaissance and Reformation ushered in cultural, political, and social changes.</p> <p><b>EU3:</b> New hierarchies based upon social class and race developed</p>	<p><b>-EU1:</b> Sovereignty, individualism, and the fight for equality influenced political revolutions of this era and had far reaching impacts around the world in the Americas, Africa, and Asia.</p> <p><b>-EU2:</b> The Industrial Revolution created significant changes in human communities, networks, and production and distribution, as well as its</p>	<p><b>-EU1:</b> Nationalism influenced political revolutions, wars, and the migration of peoples around the world during this era.</p> <p><b>-EU2:</b> The creation of new political ideologies emerged during this era, and these changes led to world hostilities and eventual increased international cooperation.</p>	<p><b>-EU1:</b> Globalization impacts our world in both positive and negative ways.</p> <p><b>-EU2:</b> Individuals and groups can band together to make the world a healthier and happier place to live.</p>



		emerged that could connect people in different regions within the same religious community.		throughout the world.	impact on the environment, and varied by location around the world. -EU3: The role of industrialization and nationalism created new empires and the rise of the nation-state, and led to changes in people’s perceptions of labor, women’s rights, and human rights during this era.		
<b>Essential Questions</b>	-EQ1: In what ways can using a “frame” help us develop a more meaningful understanding of history? -EQ2: How might physical, geographic, and biological contexts impact human lives and history? -EQ3: What caused some humans to shift from foraging to farming and what were the effects of this change?	-EQ1: How did complex societies develop and how did they impact humans inside and outside these communities? -EQ2: Why did most complex societies develop different social classes—aristocrats, merchants, artisans, peasants, and slaves—when these categories had never existed earlier?	-EQ1: Why are some governments more effective at gaining and maintaining control than others? -EQ2: How does technology impact globalization?	-EQ1: In what ways did societies across the world develop and change due to the Columbian Exchange and the subsequent period of increasing global interconnectivity? -EQ2: To what extent did humans’ view of themselves and how they viewed the world develop during the Renaissance and Reformation? -EQ3: How did changes in the environment, demographic changes, and new forms of coerced labor affect various regions of the world in different ways?	-EQ1: What were the features of national and liberal revolutions in the Atlantic world and how widespread was their impact by 1914? -EQ2: What was the short-term and longer-term impact of the Industrial Revolution and how did these differ for different groups and communities? -EQ3: What demographic, economic, political, and intellectual factors help explain the long nineteenth centuries’ global movement to end legalized slavery and reform the way people worked?-	-EQ1: In what ways were the global conflicts, economic and demographic crises, and racialized actions against groups of people in the twentieth century a continuation of, or a break with, trends and movements of the previous two centuries? -EQ2: How has democracy changed and evolved over the 20th and 21st centuries?	-EQ1: How does globalization impact our world? -EQ2: How can individuals and groups contribute to their communities and to the world?



<p><b>Major Skills</b></p>	<p>-S1: Claim testing -S2: Sourcing -S3: Contextualization -S4: Causation -S5: Change and Continuity Over Time (CCOT) -S6: Developing Claims and Using Evidence -S7: Presenting Arguments and Explanations -S8: Seeking Diverse Perspectives</p>	<p>-S1: Claim testing -S2: Causation -S3: Developing Claims and Using Evidence -S4: Presenting Arguments and Explanations -S5: Change and Continuity Over Time (CCOT)</p>	<p>-S1: Continuity and Change Over Time -S2: Claim Testing -S3: Contextualization -S4: Causation -S5: Comparison -S6: Developing Claims and Using Evidence -S7: Presenting Arguments and Explanations</p>	<p>-S1: Continuity and Change Over Time -S2: Contextualization -S3: Causation -S4: Comparison -S5: Gathering and Evaluating Sources -S6: Seeking Diverse Perspectives -S7: Developing Claims and Using Evidence -S8: Presenting Arguments and Explanations</p>	<p>-S1: Causation -S2: Contextualization -S3: Change and Continuity Over Time (CCOT) -S4: Comparison -S5: Gathering and Evaluating Sources</p>	<p>-S1: Causation -S2: Contextualization -S3: Change and Continuity Over Time (CCOT) -S4: Comparison -S5: Gathering and Evaluating Sources -S6: Seeking Diverse Perspectives -S7: Developing Claims and Using Evidence -S8: Presenting Arguments and Explanations</p>	<p>-S1: Claim Testing -S2: Causation -S3: Contextualization -S4: Gathering and Evaluating Sources -S5: Seeking Diverse Perspectives -S6: Presenting Arguments and Explanations -S7: Developing Claims and Using Evidence -S8: Taking Informed Action</p>
<p><b>Performance Task</b></p>	<p>-PBL Name: Marketing 101- Forage or Farm? -Goal: Compare the positive and negative aspects of foraging and farming to formulate an argument for why one is better than the other. Then, create a commercial to promote foraging or farming as a more desirable lifestyle. -Role: Marketer -Audience: Public (students may select a more target audience), teachers, and peers -Product: Commercial</p>	<p>-PBL Name: Empire Building -Goal: Analyze various characteristics that made each of these empires a success. Understand the ways in which certain empires were successful as well as the qualities that might have led to their failure. -Role: Empire Builder -Audience: Students in class; teachers -Product: "Frankenstein" Empire (on paper or computer)</p>	<p>-PBL Name: Continuity and Change Over Time: Regional Webs -Goal: To compare events and processes that took place across eras, flesh out the context of this period over time, and consider what caused the changes to take place -Role: Census Data Analyst -Audience: International Leaders of the Global Network -Product: Presentation including a chart depicting continuities and changes, a visual</p>	<p>-PBL Name: 1450-1750 Merchant DBQ or Columbian Exchange DBQ -Goal: Cite specific textual evidence to support analysis of primary and secondary sources in a clear summative essay. -Role: Historian -Audience: Students/ Teachers -Product: Document-Based Summative Essay</p>	<p>-PBL Name: Atlantic Revolutions Song Project -Goal: To understand and analyze the emotions of various socioeconomic statuses in the American, French, Haitian, and/or Latin American Revolutions -Role: Team leader, task manager, recorder/reporter, resource manager -Audience: FlipGrid, TedTalk, or YouTube -Product: Playlist and lyric analysis</p>	<p>-PBL Name: WWI Letter Writing Activity -Goal: To understand the social and psychological impacts of total war on soldiers and civilians during World War I -Role: World War I soldier or civilian -Audience: A loved one -Product: fictional letter from the perspective of a soldier or civilian.</p>	<p>-PBL Name: The World in 2050 -Goal: To make predictions about what will be happening in the world in 2050 in terms of community, networks, and production &amp; distribution &amp; make recommendations for how to better prepare for the changes to come. -Role: Activist -Audience: United Nations -Product: Data-Driven Presentation &amp; Action Plan</p>





Resources	<u>-OER WHP Website</u>	<u>-OER WHP Website</u>	<u>-OER WHP Website</u>	<u>-OER WHP Website</u>	<u>-OER WHP Website</u>	<u>-OER WHP Website</u>	<u>-OER WHP Website</u>
<p><b>NJSLS</b></p>	<p><b>-6.2.12.HistoryCC.2.c:</b> Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p><b>-6.2.12.HistoryCC.5.d:</b> Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p><b>-6.2.12.HistoryUP.3.a:</b> Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p> <p><b>-6.2.12.GeoPP.1.a:</b> Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns</p> <p><b>-6.2.12.EconGI.3.a:</b> Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.</p>	<p><b>-6.2.12.GeoGE.1.b:</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><b>-6.2.12.HistoryCC.1.e:</b> 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.</p> <p><b>-6.2.12.HistoryCC.2.b:</b> Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).</p>	<p><b>-6.2.12.GeoGE.1.a:</b> 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><b>-6.2.12.HistoryCC.1.a:</b> 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><b>-6.2.12.HistoryCC.1.e:</b> 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.</p> <p>6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with</p>	<p><b>-6.2.12.GeoPP.1.a:</b> Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p><b>-6.2.12.GeoGE.1.b:</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><b>-6.2.12.GeoGE.1.c:</b> Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. -</p> <p><b>6.2.12.GeoGE.1.d:</b> 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><b>-6.2.12.HistoryCC.1.a:</b> Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for</p>	<p><b>-6.2.12.GeoSV.1.a:</b> Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p><b>-6.2.12.GeoPP.1.a:</b> Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p><b>-6.2.12.GeoGE.1.a:</b> 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><b>-6.2.12.HistoryCC.1.c:</b> 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.</p> <p><b>-6.2.12.CivicsPR.2.a:</b> Compare the principle ideas of the Enlightenment in Europe</p>	<p><b>-6.2.12.CivicsPI.4.a:</b> Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.</p> <p><b>-6.2.12.CivicsHR.4.a:</b> Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.</p> <p><b>-6.2.12.CivicsPI.4.b:</b> Assess government responses to incidents of ethnic cleansing and genocide.</p> <p><b>-6.2.12.GeoSP.4.a:</b> Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.</p> <p><b>-6.2.12.GeoSP.4.b:</b> Determine how geography impacted military strategies and</p>	<p><b>-6.2.12.EconET.5.b:</b> Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.</p> <p><b>-6.2.12.EconGE.5.a:</b> Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p> <p><b>-6.2.12.HistoryCC.5.d:</b> Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p><b>-6.2.12.CivicsPI.6.a:</b> Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.</p> <p><b>-6.2.12.CivicsHR.6.b:</b> Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.</p>



	<p><b>-6.2.12.GeoPP.6.a:</b> Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p>		<p>similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa  <b>-6.2.12.HistoryCC.2.c:</b> Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>	<p>European exploration and conquest.  <b>-6.2.12.HistoryCC.1.b:</b> Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.  <b>-6.2.12.HistoryCC.1.c:</b> 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.  <b>-6.2.12.HistoryCC.1.d:</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.  <b>-6.2.12.HistoryCC.1.f:</b> Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).  <b>-6.2.12.HistoryCC.1.g:</b> Assess the impact of economic, political, and social policies and practices regarding</p>	<p>(e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.  <b>-6.2.12.CivicsPR.2.b:</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).  <b>-6.2.12.CivicsPI.3.a:</b> Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.  <b>-6.2.12.CivicsPD.3.a:</b> Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).  <b>-6.2.12.CivicsDP.3.a:</b> Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.</p>	<p>major turning points during World War II.  <b>-6.2.12.GeoGI.4.a:</b> Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.  <b>-6.2.12.EconEM.4.a:</b> 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.  <b>-6.2.12.HistoryCC.4.a:</b> Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.  <b>-6.2.12.HistoryCC.4.b:</b> Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.  <b>-6.2.12.HistoryCC.4.c:</b> 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.</p>	<p><b>-6.2.12.GeoPP.6.a:</b> Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.  <b>-6.2.12.EconGE.6.a:</b> Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.  <b>-6.2.12.EconGE.6.b:</b> Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.  <b>-6.2.12.EconGE.6.c:</b> Relate the rise of the Internet and social media to global economy.  <b>-6.2.12.HistoryCC.6.a:</b> Evaluate the impact of terrorist movements on governments, individuals and societies.</p>
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				<p>African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> <p><b>-6.2.12.GeoPP.2.a:</b> Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.</p> <p><b>-6.2.12.EconGE.2.a:</b> Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p><b>-6.2.12.HistoryCC.2.a:</b> Determine the factors that led to the Reformation and the impact on European politics.</p> <p><b>-6.2.12.HistoryCC.2.b:</b> Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).</p> <p><b>-6.2.12.HistoryUP.2.a:</b> 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><b>-6.2.12.CivicsDP.3.b:</b> Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.</p> <p><b>-6.2.12.GeoGI.3.a:</b> Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.</p> <p><b>-6.2.12.EconGI.3.a:</b> Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.</p> <p><b>-6.2.12.EconGI.3.b:</b> Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p> <p><b>-6.2.12.EconGI.3.c:</b> Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or</p>	<p><b>-6.2.12.HistoryCC.4.d:</b> Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</p> <p><b>-6.2.12.HistoryCC.4.e:</b> Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p> <p><b>-6.2.12.HistoryCC.4.f:</b> Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.</p> <p><b>-6.2.12.HistoryCC.4.g:</b> Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”</p> <p><b>-6.2.12.HistoryCC.4.h:</b> Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war</p>	
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					<p>opportunities for future development and political independence.</p> <p><b>-6.2.12.EconET.3.a:</b> Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.</p> <p><b>-6.2.12.EconET.3.b:</b> Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.</p> <p><b>-6.2.12.HistoryCC.3.a:</b> Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.</p> <p><b>-6.2.12.HistoryCC.3.b:</b> Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p><b>-6.2.12.HistoryCC.3.c:</b> Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of</p>	<p>tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p> <p><b>-6.2.12.HistoryUP.4.a:</b> Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p><b>-6.2.12.HistoryUP.4.b:</b> Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.</p> <p><b>-6.2.12.HistoryUP.4.c:</b> 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.</p> <p><b>-6.2.12.HistoryCA.4.a:</b> Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.</p> <p><b>-6.2.12.HistoryCA.4.b:</b> Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.</p> <p><b>-6.2.12.HistoryCA.4.c:</b> Evaluate how the Allied countries responded to the expansionist actions</p>	
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					<p>these societies to imperialistic rule.</p> <p><b>-6.2.12.HistoryUP.3.a:</b> Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p> <p><b>-6.2.12.HistoryCC.4.e:</b> Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p> <p><b>-6.2.12.HistoryCC.5.a:</b> 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.</p> <p><b>-6.2.12.HistoryCC.5.b:</b> Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p> <p><b>-6.2.12.HistoryCC.5.c:</b> Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p><b>-6.2.12.HistoryCC.5.f:</b> Assess the impact of Gandhi's methods of civil disobedience and</p>	<p>of Germany, Italy, and Japan.</p> <p><b>-6.2.12.CivicsPI.5.a:</b> Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.</p> <p><b>-6.2.12.CivicsHR.5.a:</b> Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.</p> <p><b>-6.2.12.HistoryCC.5.a:</b> 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.</p> <p><b>-6.2.12.GeoPP.5.a:</b> Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).</p> <p><b>-6.2.12.GeoSV.5.a:</b> Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).</p>	
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					<p>passive resistance in India and determine how his methods were later used by people from other countries.</p>	<p><b>-6.2.12.GeoGI.5.a:</b> Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p> <p><b>-6.2.12.EconET.5.a:</b> Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.</p> <p><b>-6.2.12.HistoryCC.5.a:</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.</p> <p><b>-6.2.12.HistoryCC.5.b:</b> Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p> <p><b>-6.2.12.HistoryCC.5.c:</b> Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p><b>-6.2.12.HistoryCC.5.d:</b> Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of</p>	
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						<p>cultural and political information worldwide.</p> <p><b>-6.2.12.HistoryCC.5.e:</b> Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).</p> <p><b>-6.2.12.HistoryCC.5.g:</b> 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.</p> <p><b>-6.2.12.HistoryCC.5.h:</b> Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p>	
<b>NJSLS - CLKS</b>	<p><u>Standard 9</u>  <b>-9.1.12.F.3</b> Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</p>	<p><u>Standard 9</u>  <b>-9.1.12.A.11</b> Explain the relationship between government programs and services and taxation.</p>	<p><u>Standard 9</u>  <b>-9.1.12.A.5</b> Analyze how the economic, social, and political conditions of a time period can affect the labor market. -  <b>9.1.12.A.9</b> Analyze how personal and cultural values impact spending and other financial</p>	<p><u>Standard 9</u>  <b>-9.1.12.A.5:</b> Analyze how the economic, social, and political conditions of a time period can affect the labor market.  <b>-9.1.12.A.8:</b> Analyze different forms of currency and how</p>	<p><u>Standard 9</u>  <b>-9.1.12.A.5</b> Analyze how the economic, social, and political conditions of a time period can affect the labor market.  <b>-9.1.12.D.12</b> Compare and contrast the past and present role of government in the</p>	<p><u>Standard 9</u>  <b>-9.1.12.A.5</b> Analyze how the economic, social, and political conditions of a time period can affect the labor market.  <b>-9.1.12.A.9</b> Analyze how personal and cultural values impact spending and other financial</p>	<p><u>Standard 9</u>  <b>-9.1.12.A.5:</b> Analyze how the economic, social, and political conditions of a time period can affect the labor market. -  <b>9.1.12.A.9:</b> Analyze how personal and cultural values impact spending</p>



			<p>decisions.</p> <p><b>-9.1.12.A.11</b> Explain the relationship between government programs and services and taxation.</p> <p><b>-9.1.12.D.2</b> Assess the impact of inflation on economic decisions and lifestyles.</p>	<p>currency is used to exchange goods and services.</p> <p><b>-9.1.12.A.9:</b> Analyze how personal and cultural values impact spending and other financial decisions.</p> <p><b>-9.1.12.D.12:</b> Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets</p>	<p>financial industry and in the regulation of financial markets.</p> <p><b>-9.1.12.F.1</b> Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.</p> <p><b>-9.1.12.F.3</b> Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</p>	<p>decisions.</p> <p><b>-9.1.12.F.1</b> Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.</p> <p><b>-9.1.12.F.2</b> Assess the impact of emerging global economic events on financial planning.</p> <p><b>-9.1.12.F.3</b> Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</p>	<p>and other financial decisions.</p> <p><b>-9.1.12.D.12:</b> Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.</p> <p><b>-9.1.12.E.4:</b> Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.</p> <p><b>-9.1.12.E.5:</b> Evaluate business practices and their impact on individuals, families, and societies. <b>-9.1.12.F.1:</b> Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.</p> <p><b>-9.1.12.F.3:</b> Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.</p> <p><b>-RI.9-10.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant</p>
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							<p>connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>-RI.9-10.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>-RI.9-10.7.</b> Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>-RI.9-10.8.</b> Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p><b>-NJSLSA.W2.</b> Write informative/explanatory</p>
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							<p>texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>-NJLSA.W8.</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>-NJLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>-NJLSA.SL1.</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>-NJLSA.SL4.</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style</p>
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							are appropriate to task, purpose, and audience.
<b>Interdisciplinary Standards</b>	<p><u>CS&amp;DT (Standard 8)</u>  <b>-9.1.12.E.4</b> Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.</p> <p><u>ELA</u>  <b>-RH.9-10.1.</b> Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  <b>-RH.9-10.8.</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	<p><u>CS&amp;DT (Standard 8)</u>  <b>-8.1.12.D.3</b> Compare and contrast policies on filtering and censorship both locally and globally</p> <p><u>ELA</u>  <b>-RH.9-10.1.</b> Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  <b>-RH.9-10.8.</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	<p><u>CS&amp;DT (Standard 8)</u>  <b>-8.2.12.B.4</b> Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.  <b>-8.2.12.C.2</b> Analyze a product and how it has changed or might change over time to meet human needs and wants.  <b>-NJLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  <b>-NJLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p><u>ELA</u></p>	<p><u>CS&amp;DT (Standard 8)</u>  <b>-8.2.12.B.4:</b> Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</p> <p><u>ELA</u>  <b>-RI.9-10.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  <b>-RI.9-10.5.</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p><u>CS&amp;DT (Standard 8)</u>  <b>-8.1.12.A.3</b> Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  <b>-8.1.12.D.5</b> Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.  <b>-8.1.12.F.1</b> Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.  <b>-8.2.12.A.2</b> Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.  <b>-8.2.12.B.4</b> Investigate a technology used in a given period of history,</p>	<p><u>CS&amp;DT (Standard 8)</u>  <b>-8.1.12.A.3</b> Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  <b>-8.1.12.C.1</b> Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.  <b>-8.1.12.D.5</b> Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.  <b>-8.1.12.F.1</b> Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.  <b>-8.2.12.A.2</b> Analyze a current technology and the resources used, to identify the trade-offs in terms of availability,</p>	<p><u>CS&amp;DT (Standard 8)</u>  <b>-8.1.12.A.3:</b> Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  <b>-8.1.12.C.1:</b> Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community  <b>-8.1.12.E.1:</b> Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p><u>ELA</u>  <b>-RH.9-10.1.</b> Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the</p>



			<p><b>-RI.9-10.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>-RI.9-10.2.</b> Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p><b>-RI.9-10.7.</b> Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>-RI.9-10.8.</b> Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p><b>-NJLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>-NJLSA.W2.</b> Write informative/explanatory</p>	<p><b>-RI.9-10.6.</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p><b>-RI.9-10.8.</b> Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p><b>-RI.9-10.9.</b> Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p> <p><b>-NJLSA.SL1.</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their</p>	<p>e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</p> <p><b>-8.2.12.B.5</b> Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.</p> <p><u>ELA</u></p> <p><b>-NJLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>-NJLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>-NJLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>-NJLSA.R7.</b> Integrate and evaluate content presented in diverse</p>	<p>cost, desirability and waste.</p> <p><b>-8.2.12.B.5</b> Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.</p> <p><u>ELA</u></p> <p><b>-NJLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>-NJLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>-NJLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>-NJLSA.R8.</b> Delineate and evaluate the</p>	<p>date and origin of the information.</p> <p><b>-RH.9-10.8.</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>
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			<p>texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>-NJLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>-NJLSA.W8.</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>own clearly and persuasively.</p> <p><b>-NJLSA.SL2.</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>-NJLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>-NJLSA.R9.</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>-NJLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>-NJLSA.W2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>-NJLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style</p>	<p>media and formats, including visually and quantitatively, as well as in words.</p> <p><b>-NJLSA.R8.</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><b>-NJLSA.R9.</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>-NJLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>-NJLSA.W2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>-NJLSA.W3.</b> Write narratives to develop real or imagined experiences or events using effective</p>	<p>argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><b>-NJLSA.R9.</b> Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>-NJLSA.W1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>-NJLSA.W2.</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>-NJLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>-NJLSA.W7.</b> Conduct short as well as more sustained research</p>	
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				<p>are appropriate to task, purpose, and audience.</p> <p><b>-NJLSA.W5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>-NJLSA.W8.</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>-NJLSA.W9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>technique, well-chosen details, and well-structured event sequences.</p> <p><b>-NJLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p><b>Modifications/ Accommodation</b></p>	<p><b>At Risk Students:</b> Text-to-speech platforms (Google/NewsELA/), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>IEP:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as</p>	<p><b>At Risk Students:</b> Text-to-speech platforms (Google/NewsELA/), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>IEP:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers,</p>	<p><b>At Risk Students:</b> Text-to-speech platforms (Google/NewsELA/), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>IEP:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed</p>	<p><b>At Risk Students:</b> Text-to-speech platforms (Google/NewsELA/), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>IEP:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers,</p>	<p><b>At Risk Students:</b> Text-to-speech platforms (Google/NewsELA/), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>IEP:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed</p>	<p><b>At Risk Students:</b> Text-to-speech platforms (Google/NewsELA/), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>IEP:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as</p>	<p><b>At Risk Students:</b> Text-to-speech platforms (Google/NewsELA/), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud.</p> <p><b>IEP:</b> Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as</p>





**Somerville School District**

**Scope, Sequence, and Pacing Document**