

**GLOBAL MOSAIC
ACADEMIC
2008**

COURSE DESCRIPTION:

This program is a collaborative effort between the English and social studies departments. Students study approximately ten themes that cover various regions of the world, read appropriate literature that serves as windows into the specific cultures, and write in a workshop atmosphere to develop various types of papers. This interdisciplinary course is designed to be project-oriented and activity driven to encourage the students to take ownership for their learning. Students are expected to go beyond the limits of assignments and pursue intellectual inquiry in research and other activities. The New Jersey Core Curriculum Standards are addressed for both language arts literacy and social studies.

CORE CURRICULUM CONTENT STANDARDS:

As this is an Interdisciplinary course of study, both Language Arts Literacy and Social Studies standards are listed below.

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 9, students will :

A. Concepts About Print/Text

1. Identify and use organizational structures to comprehend information. (e.g., logical order, comparison/contrast, cause/effect, chronological, sequential, procedural text).

B. Phonological Awareness

No additional indicators at this grade level.

C. Decoding and Word Recognition

1. Distinguish among the spellings of homophones to determine meaning (e.g. cite, site, sight).

2. Apply spelling and syllabication rules that aid in decoding and word recognition.
3. Continue to use structural analysis and context analysis to decode new words.
4. Apply knowledge of word structures and patterns to read with automaticity.

D. Fluency

1. Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.
2. Read increasingly difficult texts silently with comprehension and fluency.
3. Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently.
4. Adjust reading rate in response to the type of text and level of difficulty (e.g. recreational reading vs. informational reading).
5. Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.
6. Practice visualizing techniques before, during, and after reading to aid in comprehension.
7. Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.

E. Reading Strategies (before, during, and after reading)

1. Monitor reading for understanding by automatically setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.
2. Use increasingly complex text guides to understand different text structure and organizational patterns (e.g. chronological sequence or comparison and contrast).

F. Vocabulary and Concept Development

1. Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.
2. Clarify word meanings through the use of a word's definition, example, restatement, or contrast.
3. Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.
4. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences.
5. Explain relationships between and among words including connotation/denotation, antonyms/synonyms, and words with multiple meanings.

G. Comprehension Skills and Response to Text

1. Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals and electronic texts.
2. Compare and analyze several authors' perspectives of a character, personality, topic, setting, or event.
3. Analyze ideas and recurring themes found in texts, such as good versus evil, across traditional and contemporary works.

4. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.
5. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.
6. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.
7. Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.
8. Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical, and stylistic features of text.
9. Identify and analyze recurring themes across literary works.
10. Read critically and analyze poetic forms (e.g., ballad, sonnet, couplet).
11. Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry.
12. Understand perspectives of authors in a variety of interdisciplinary works.
13. Interpret text ideas through journal writing, discussion, and enactment.
14. Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.
15. Compare and analyze the various works of writers through an author's study.

H. Inquiry and Research

1. Produce written and oral work that demonstrates comprehension of informational materials.
2. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.
3. Collect materials for a portfolio that reflect personal career choices.
4. Self-select materials appropriately related to a research project.
5. Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 9, students will:

A. Writing as a Process (prewriting, drafting, revising, editing, post writing)

1. Engage in the full writing process by writing daily and for sustained amounts of time.
2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.
3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.
4. Review and edit work for spelling, usage, clarity, and fluency.
5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.
6. Use a scoring rubric to evaluate and improve own writing and the writing of others.
7. Reflect on own writing and establish goals for growth and improvement.

B. Writing as a Product (resulting in a formal product or publication)

1. Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.
2. Critique published works for authenticity and credibility.
3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.
4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results rhetorical questions, parallelism).
5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.
6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.
7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media.
8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.
9. Provide compelling openings and strong closure to written pieces.
10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).
11. Use the responses of others to review content, organization, and usage for publication.
12. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.
2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.
3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.
4. Use transition words to reinforce a logical progression of ideas.
5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.
6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.
7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
8. Write legibly in manuscript or cursive to meet district standards.

D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

1. Employ the most effective writing formats and strategies for the purpose and audience.
2. Demonstrate command of a variety of writing genres, such as:

- Persuasive essay
 - Personal narrative
 - Research report
 - Literary research paper
 - Descriptive essay
 - Critique
 - Response to literature
 - Parody of a particular narrative style (fable, myth, short story)
 - Poetry
3. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.
 4. Apply all copyright laws to information used in written work.
 5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.
 6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications.
 7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.
 8. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 9, students will:

- A. Discussion
 1. Support a position integrating multiple perspectives.
 2. Support, modify, or refute a position in small or large-group discussions.
 3. Assume leadership roles in student-directed discussions, projects, and forums.
 4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.
- B. Questioning (Inquiry) and Contributing
 1. Ask prepared and follow-up questions in interviews and other discussions.

2. Extend peer contributions by elaboration and illustration.
3. Analyze, evaluate, and modify group processes.
4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
5. Question critically the position or viewpoint of an author.
6. Respond to audience questions by providing clarification, illustration, definition, and elaboration.
7. Participate actively in panel discussions, symposiums, and/or business meeting formats(e.g., explore a question and consider perspectives).

C. Word Choice

1. Modulate tone and clarify thoughts through word choice.
2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).

D. Oral Presentation

1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).
2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words).
3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.
4. Edit drafts of speeches independently and in peer discussions.
5. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
6. Use a rubric to self-assess and improve oral presentations.

STANDARD 3.4 (LISTENING)

ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 9, students will:

A. Active Listening

1. Explore and reflect on ideas while hearing and focusing attentively.
2. Listen skillfully to distinguish emotive and persuasive rhetoric.
3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

B. Listening Comprehension

1. Listen to summarize, make judgments, and evaluate.
2. Evaluate the credibility of a speaker.
3. Determine when propaganda and argument are used in oral forms.

4. Listen and respond appropriately to a debate.

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 9, students will:

A. Constructing Meaning from Media

1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
2. Identify and evaluate how a media product expresses the values of the culture that produced it.
3. Identify and select media forms appropriate for the viewer's purpose.

B. Visual and Verbal Messages

1. Analyze media for stereotyping (e.g., gender, ethnicity).
2. Compare and contrast three or more media sources.

C. Living with Media

1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions).
2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).
3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.

Building upon the knowledge and skills gained in the previous grades, by the end of Grade 9, students will:

A. Social Studies Skills

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.

STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 9, students will:

A. Civic Life, Politics, and Government

1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., *Marbury v. Madison*-1803; *Federalist #78*; *United States v. Nixon*-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
2. Apply the concept of the rule of law to contemporary issues (e.g., impeachment of President Clinton, use of Executive Privilege, recess appointments to federal courts, the Senate's advise and consent process, and the use of litmus tests).
3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
4. Evaluate competing ideas about the purpose of the national and state governments and how they have changed over time (e.g., the American version of federalism, the powers of the federal government and the states, differing interpretations of Article I, Sections 8-10).
5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.
6. Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.
7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.

B. American Values and Principles

1. Analyze major historical events and important ideas that led to and sustained the constitutional government of the United States, including the Constitutional Convention of 1787, the Judiciary Act of 1789, the first Cabinet under George Washington, and Amendments 1-15.
2. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).
3. Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life, including Amendments 13-15, the Civil Rights Act of 1866 and 1875, the Abolitionist movement, the Civil War, and the end of slavery in the United States.
4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington's Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; The Gettysburg Address; President Franklin Roosevelt's "Four Freedoms" speech -1941; President Kennedy's Inaugural Address-1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.'s "I Have a Dream" speech and the "Letter from Birmingham Jail").

5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).

6. Explore the importance and presence of voluntarism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.

C. The Constitution and American Democracy

1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.

2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.

3. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.

4. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.

5. Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.

6. Explain the federal and state legislative process and analyze the influence of lobbying, advocacy groups, the media, and campaign finance on the development of laws and regulations.

D. Citizenship

1. Evaluate the characteristics needed for effective participation in civic and political life.

2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.

3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.

4. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).

5. Discuss how citizens can participate in the political process at the local, state, or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.

E. International Education: Global Challenges, Cultures, and Connections

1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the worldwide struggle against terrorism, and the Iraq War.
3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).
4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
5. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation).
6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.
7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).
8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.
9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.
10. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues).
11. Participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports).
12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.
13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.
14. Connect the concept of universal human rights to world events and issues.
15. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL
DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO

UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY
RELATE TO THE PRESENT AND THE FUTURE.

**Building upon knowledge and skills gained in preceding grades, by the end of
Grade 9, students will:**

A. The Birth of Civilization to 1000 BCE

Reinforce indicators from previous grade levels.

B. Early Human Societies to 500 CE

Reinforce indicators from previous grade levels.

C. Expanding Zones of Exchange and Interaction to 1400 CE

Reinforce indicators from previous grade levels.

D. The Age of Global Encounters (1400-1750)

1. Discuss the major developments in Asia, Africa, and the Americas, including China during the Ming and Qing Dynasty, Japan during the Tokugawa Period, the influence of Islam in shaping the political and social structure in the Middle East, including the Ottoman period, West Africa, including Mali and Songhay, India, including the Mughal Empire, and the impact of European arrival in the Americas.

2. Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

3. Describe the significant social and cultural changes that took place during the Renaissance, including advances in printing press technology, the works of Renaissance writers and elements of Humanism, the revival of Greco-Roman art, architecture, and scholarship, and differing ideas on the role of women.

4. Describe the early influences on the Scientific Revolution and the Enlightenment, including:

- Renaissance Humanism with emphasis on human reason as opposed to total reliance on faith

- Medieval theology

- New global knowledge

- The use of reason and freedom of inquiry as challenges to authoritarianism, including the works of Montesquieu, Locke, and Jefferson

5. Discuss the contributions of the Scientific Revolution to European society, including important discoveries in mathematics, physics, biology, and chemistry, and the significance of the scientific method advanced by Descartes and Bacon.

6. Discuss the major developments in European society and culture, including:

- The Protestant Reformation as a result of the weakening of the Papacy and revolts against corruption in the Church

- Martin Luther and John Calvin as leaders of new sects that establish the importance of the individual conscience, including religious choice

- European explorations and the establishment of colonial empires

- Trans-Atlantic slave trade and its impact on Africa

- Commercial Revolution

- The English Revolution and the strengthening of Parliament as a countervailing force to the monarchy and importance of the balance of powers, including the Glorious Revolution and the English Bill of Rights
- Economic consequences of European expansion, including the role of the mercantilist economic theory, the commercial revolution, and the early growth of capitalism
- The economic, social, religious, and political impact of the Plague

E. The Age of Revolutionary Change (1750-1914)

1. Discuss the causes and consequences of political revolutions in the late 18th and early 19th centuries, including:

- The impact of the American Revolution on global political thought
- The ideas and events that shaped the French Revolution (e.g., monarchy vs. social ideals of liberty, equality, and fraternity; political beliefs and writings; development of the empire)
- The spread of revolutionary ideas through the Napoleonic period (e.g., Napoleonic Code)
- The emergence of a politically active middle class and the rise of ideologies which questioned class structure in many European countries contributing to socialism and communism
- How the Industrial Revolution, based on new manufacturing processes and the availability of labor, began the preeminence of Europe in the world economy
- The concept of laissez-faire and the ideas of Adam Smith in Wealth of Nations
- Democratic and social reforms, including the struggle for women's rights and the expansion of parliamentary government
- The rise of European nationalism, imperialism, and its effect on the European balance of power, particularly the unification of Italy and Germany

2. Discuss how industrialization shaped social class (e.g., child labor, conditions of social class) and the development of labor organizations.

3. Explain the main patterns of global change in colonizing Africa, Asia, the Middle East, and the Americas, including the Indian Ocean and Pan Asian economies prior to the rise of Europe.

4. Trace the growth of independence movements and the rejection of colonialism including the Haitian Revolution and leaders such as Toussaint L'Ouverture, Simon Bolivar in Venezuela, and Jose Manti in Cuba.

5. Evaluate the changes brought about by the Meiji Restoration period in Japan (e.g., modernization, changes in policies on Western influence).

6. Describe how Christianity, Islam, and Buddhism spread during this period, including the areas of influence and reasons for the growth.

7. Discuss events that shaped the social structure of Russia in the 19th and early 20th century, including:

- Peasants, aristocracy, and serfdom
- Czarist reforms and the abolition of serfdom
- Relations with the Ottoman Empire
- Development of the Trans-Siberian railroad and other forms of modernization

F. The Era of the Great Wars (1914-1945)

1. Analyze the causes and aftermath of World War I, including:

- The growth of European nationalism and increased competition for resources and markets
- Technology and the changing face of war
- The Russian Revolutions of 1905 and 1917 and the creation of the Soviet Union (e.g., Lenin's political ideology, Marxist economic policies, Stalin's policies on industrialization)
- The League of Nations and the effects of the Versailles Conference on Europe, Africa, Asia, and the Middle East
- Nationalism and propaganda
- Disintegration of the Ottoman Empire

2. Analyze the background and global consequences of actions leading to World War II, including:

- The Great Depression, including the Stock Market Crash of 1929, massive business and bank failures, and 12 million lost jobs
- The rise of totalitarian governments in the Soviet Union, Germany, and Italy
- The fall of the democratic Weimar Republic and the rise of Nazism and European anti-Semitism resulting in the Holocaust and its impact on Jewish life and culture and European society
- Other twentieth century genocides, (e.g., Turkey/Armenia, Soviet forced collectivization in the Ukraine, Japan's occupations in China and Korea)
- Evaluate the importance of the beginning of the Atomic Age in science, the technological revolution, and the implications of military technology used in war

G. The Modern World (1945-1979)

1. Analyze the transition from wartime alliances to new patterns of global conflict and cooperation, and the reconstruction of Europe and Asia, including:

- The origin and major developments of the Cold War
- Communist takeover in China, Korea, and Vietnam and the creation of NATO, SEATO, and CENTO
- The formation, structure, and purpose of the United Nations
- The Truman Doctrine and the Marshall Plan
- The growth and decline of Communism in Eastern Europe
- The rise of nationalism and the beginning of nation-building movements in Africa, Latin America, and Asia
- The international arms race and nuclear proliferation
- The non-aligned nations during the Cold War as the voice of the Third World

2. Apply historical analysis to explain global political, economic, and social changes in the 20th century, including:

- Growth and adaptation of Communism in China
- Japan's economic and political transformation and growth of East Asian economies
- Conflicts in Eastern Europe and the Middle East
- The Israel/Palestine conflict
- The impact of Gandhi and the nonviolence movement
- Apartheid and South Africa

H. Looking to the Future (1980-present)

1. Analyze global political, economic, and social changes in the 20th century, including:
 - The Gulf War
 - The war in Iraq
 - Growth of a world economy with the information, technological, and communications revolutions
 - The oil crisis and impact of oil producing countries on world economy
 - The development of Third World nations
2. Assess the growth of a worldwide economy of interdependent regions and the development of a dynamic new world order of increasingly interdependent regions, including NATO, the World Bank, the United Nations, the World Court, the North American Free Trade Agreement, and the European Economic Union, IMF and OPEC.
3. Evaluate the paradoxes and promises of the 21st century, including:
 - Technological growth
 - Economic imbalance and social inequalities among the world's people
 - New patterns of world migration shaped by international labor demands
 - Global market, economy, trade, and communications
 - Rapid population growth and increasing urbanization
 - The growth of terrorism as a means of warfare
 - Democratic reform
4. Analyze the development and effects of multinational corporations on trade, employment, and the environment.

STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 9, students will:

A. Family and Community Life

Reinforce indicators from previous grade levels.

B. State and Nation

Reinforce indicators from previous grade levels.

C. Many Worlds Meet (to 1620)

Reinforce indicators from previous grade levels.

D. Colonization and Settlement (1585-1763)

1. Analyze the major issues of the colonial period, including European hegemony over North America and mercantilism and trade.

2. Analyze how American colonial experiences caused change in the economic institutions of Europe, Africa, and the native population by examining indentured servitude and slavery and the rights of men and women.

3. Analyze the cultural reactions and survival techniques used by enslaved Africans to maintain their family structure, culture, and faith.
4. Analyze the political, religious, social, and economic institutions that emerged in colonial New Jersey.
5. Discuss Spanish exploration, settlement, and missions in the American Southwest.

E. Revolution and the New Nation (1754-1820)

1. Discuss the social, political, and religious aspects of the American Revolution, including key decisions leading to the Revolution, efforts by Parliament and the colonies to prevent revolution, the ideas of different religious denominations, and the economic and social differences of Loyalists, Patriots, and those who remained neutral.
2. Analyze the social and economic impact of the Revolutionary War, including problems of financing the war (e.g., wartime inflation, hoarding and profiteering), the impact of the war on women and African Americans, and the personal and economic hardships on families involved with the war.
3. Discuss the involvement of European nations during the Revolution and how their involvement influenced the outcome and aftermath (e.g., the assistance of France and Spain, how the self-interests of France and Spain differed from the United States after the war, the contributions of European military leaders, the creation of the Alien Sedition Acts).
4. Analyze strategic elements used during the Revolutionary War, discuss turning points during the war, and explain how the Americans won the war against superior resources.
5. Analyze New Jersey's role in the American Revolution, including New Jersey's Constitution of 1776 as a revolutionary document, why some New Jerseyans became Loyalists, and the Battles of Trenton, Princeton, and Monmouth.
6. Compare and contrast the major philosophical and historical influences on the development of the Constitution (e.g., Washington's Farewell Address (1796), Locke's Second Treatise, the ideas of Alexander Hamilton, James Madison, Thomas Jefferson, and William Paterson).
7. Describe the early evolution of the system of government and political parties in the United States (e.g., presidential elections of 1792, 1796, 1800).
8. Discuss the implementation of the federal government under the United States Constitution during the presidency of George Washington.
9. Describe the origin and development of the political parties, the Federalists, and the Democratic Republicans (1793-1801).

F. Expansion and Reform (1801-1861)

1. Discuss the political interests and views of the War of 1812 (e.g., US responses to shipping harassment, role of Native Americans, role of white settlers in the Northwest Territory; congressional positions for and against the war).
2. Analyze American territorial expansion during this period, including the reasons for and consequences of the Louisiana Purchase, the Monroe Doctrine, Manifest Destiny, the Mexican War, the settlement of the frontier, and conflicts with Native-Americans.

3. Analyze the political, economic, and social changes in New Jersey prior to the Civil War, including the growth of New Jersey's cities, New Jersey's 1844 Constitution, the early stages of industrialization, including Alexander Hamilton and the Society for the Establishment of Useful Manufacturing, and the political and economic implications of the transportation monopolies.

4. Compare and contrast the characteristics of cultural, religious, and social reform movements in the antebellum period, including the abolition movement, the public school movement, the temperance movement, and the women's rights movement (e.g., Seneca Falls Declaration of Sentiments).

G. Civil War and Reconstruction (1850-1877)

1. Analyze key issues, events, and personalities of the Civil War period, including New Jersey's role in the Abolitionist Movement and the national elections, the development of the Jersey Shore, and the roles of women and children in New Jersey factories.

2. Assess the continuing social and political issues following the Civil War, including the various Reconstruction plans, the amendments to the United States Constitution, and the women's suffrage movement.

3. Describe New Jersey's role in the post-Civil War era, including New Jersey's votes on the 13th, 14th, and 15th amendments to the United States Constitution.

H. The Industrial Revolution (1870-1900)

1. Analyze and evaluate key events, people, and groups associated with industrialization and its impact on urbanization, immigration, farmers, the labor movement, social reform, and government regulation including:

- Inventions such as the telephone and electric light
- The formation of Standard Oil Trust
- The Interstate Commerce Act
- The Sherman Anti-Trust Act

2. Analyze the development of industrialization in America and New Jersey during this period and the resulting transformation of the country, including the construction of the transcontinental railroad, the introduction of mechanized farming, the rise of corporations and organized labor, and the growth of cities.

3. Analyze social and political trends in post Reconstruction America, including immigration restrictions, Jim Crow Laws and racial segregation, the rise of extra legal organizations such as the Ku Klux Klan, and the Plessy v. Ferguson decision.

4. Describe the economic development by which the United States became a major industrial power in the world and analyze the factors that contributed to industrialization.

5. Discuss the causes and consequences of the Spanish-American War (e.g., United States' justifications, the role of the United States in Cuba, impact on international relations, the acquisition of new territories).

6. Discuss elements that contributed to late 19th century expansionist foreign policy, including racial ideology, missionary zeal, nationalism, domestic tensions, and economic interests.

I. The Emergence of Modern America (1890-1930)

1. Analyze the Roosevelt Corollary to the Monroe Doctrine (1904) and explain how it modified the Monroe Doctrine (1823), justifying a new direction in United States foreign policy.
 2. Discuss the rise of the Progressive Movement, including the relationship between Progressivism and the Populist Movement, Woodrow Wilson as Governor of New Jersey, anti-trust reform, the woman suffrage movement (e.g., Alice Paul), and municipal reform (e.g., Frank Hague).
 3. Analyze United States foreign policy through World War I, including relations with Japan and China, the Spanish, Cuban, American War, and the building of the Panama Canal.
 4. Describe the major events, personalities, and decisions of World War I, including the causes of United States involvement, social conditions on the home front, significant battles, Wilson's peace plan, and isolationism.
 5. Explore and evaluate the role of New Jersey industry in World War I.
 6. Analyze President Woodrow Wilson's "Fourteen Points" Address to Congress (1918) and explain how it differed from proposals by French and British leaders for a treaty to conclude World War I.
 7. Discuss the ratification of the Versailles Treaty and United States non-participation in the League of Nations.
 8. Compare and contrast the social, cultural, and technological changes in the inter-war period, including the changing role of women, the rise of a consumer economy, the resurgence of nativism and racial violence, the Harlem Renaissance, and the Great Migration of African Americans to New Jersey from the south.
 9. Discuss the working conditions in the Paterson silk mills and the strike of 1913.
 10. Discuss the creation of social, labor, political, and economic advocacy organizations and institutions, including the National Association for the Advancement of Colored People (NAACP), the AFL/CIO and other labor organizations, and the Women's Christian Temperance Union (WCTU).
 11. Discuss the role of Chief Sitting Bull, the outcome and impact of the Wounded Knee Tragedy of 1890, and the suppression of the American Indian revivalist movement known as Ghost Dance.
- J. The Great Depression and World War II (1929-1945)
1. Explain the economic impact of the Hawley-Smoot Tariff (1930).
 2. Describe how the Great Depression and the New Deal of Franklin D. Roosevelt transformed America, including the growth of the federal government, the rise of the Welfare State, and industrial unionism.
 3. Analyze how the Great Depression and the New Deal transformed New Jersey, including Work Progress Administration (WPA) projects in New Jersey, the Jersey Homesteads, and New Deal projects.
 4. Discuss how the Depression contributed to the development of Social Security, the National Labor Relations Board (NLRB), and the Federal Deposit Insurance Corporation (FDIC).
 5. Compare and contrast key events and people involved with the causes, course, and consequences of World War II, including:
 - Axis Powers
 - Allied Forces

- Pearl Harbor
- Battle of Midway
- D-Day Invasion
- Yalta Conference
- Potsdam Conference
- Douglas MacArthur
- Dwight Eisenhower
- George Marshall
- Winston Churchill
- J. Robert Oppenheimer and the Manhattan Project
- Franklin D. Roosevelt
- Harry Truman
- Joseph Stalin and the role of the USSR

6. Describe the political background leading to American involvement in World War II, the course of the war in Europe and Asia, the mobilization of women and African Americans into the military and related industries, the segregated military, the use of the Atom Bomb, and the founding of the United Nations.

7. Describe New Jersey's role in World War II, including:

- The recruitment of Japanese-Americans from wartime detention camps to work at Seabrook Farm
- The role of women in defense industries
- Key military installations in New Jersey
- The role of the Battleship New Jersey
- The contributions of Albert Einstein

K. Postwar Years (1945-1970s)

1. Discuss how American policies following World War II developed as a result of the failures experienced and lessons learned after World War I.

2. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.

3. Interpret political trends in post-war New Jersey, including the New Jersey State Constitution of 1947, the impact of legal cases such as *Hedgepeth and Williams v. Trenton Board of Education* on the banning of segregation in the schools under the new State Constitution, the development and impact of New Jersey's Law Against Discrimination (P.L. 1945, c.169), and the shift of political power from rural and urban areas to the suburbs.

4. Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean and Vietnam Wars, and relations with China.

5. Analyze political trends in post war America, including major United States Supreme Court decisions and the administrations of Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson.

6. Analyze the Civil Rights and Women's Movements, including the Montgomery Bus Boycott, the Civil Rights Act (1957 and 1964), the Little Rock Schools Crisis, the Voting Rights Act, *Brown v. Board of Education*, the formation of the

National Council of La Raza (NCLR), the American Indian Movement (AIM), the formation of the National Organization for Women (NOW), and the passing of Title IX.

7. Describe how changes in federal policy impacted immigration to New Jersey and America, including the shift in places of origin from Western Europe to Latin America, the Caribbean, and Asia.

L. Contemporary America (1968-present)

1. Examine the administration of American presidents, beginning with President Richard M. Nixon, as a means to analyze political and economic issues in contemporary America, including domestic policy and international affairs.

2. Investigate the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings (e.g., Mount Laurel decision), and the issue of preserving open space

3. Describe the growth of the technology and pharmaceutical industries in New Jersey.

4. Analyze United States domestic policies, including the civil rights movement, affirmative action, the labor and women's movements, conservatism vs. liberalism, the post-industrial economy, free trade, and international trade agreements such as the North American Free Trade Agreement (NAFTA) and General Agreement on Tariffs and Trade (GATT).

5. Compare and contrast key events and people associated with foreign policy, including the fall of communism and the Soviet Union and the end of the Cold War, the Cuban Missile Crisis, United States involvement in Haiti, Somalia, Bosnia, Herzegovina, and Kosovo, the Iran Hostage Crisis, and the war on terrorism.

6. Compare and contrast population trends and immigration and migration patterns in the United States (e.g., growth of Hispanic population, demographic and residential mobility).

7. Discuss major contemporary social issues, such as the evolution of governmental rights for individuals with disabilities, multiculturalism, bilingual education, gay rights, free expression in the media, and the modern feminist movement.

STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 9, students will:

A. Economic Literacy

1. Describe different types of local, state, and federal taxes such as sales, income, and social security, discuss how deductions, exemptions, and credits reduce

taxable income, and explain the difference between a progressive and regressive tax.

2. Describe the purposes of social security and Medicare.
3. Explain and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit.
4. Identify entrepreneurs in the community and describe the risks and rewards of starting a new business.
5. Discuss how a market economy experiences periodic business cycles of prosperity and recession and that the federal government can adjust taxes, interest rates, spending, and other policies to help restore economic health.
6. Analyze federal and state budgets, and discuss the proportional share of government spending to major elements such as education, social programs, public safety, military, foreign aid, and welfare.
7. Analyze the impact of supply and demand on market adjustments and prices (e.g., real estate and interest rates).
8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.
9. Compare and contrast forms of insurance that protect individuals from loss or damage (e.g., life, property, health, disability, personal liability, bank deposits).
10. Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.

B. Economics and Society

1. Compare and contrast the roles of the United States government and the private sector in the United States economy (e.g., Federal Reserve System, United States Mint, Stock Exchange).
2. Evaluate international trade principles and policies.
3. Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
4. Discuss the value and role of free and fair competition versus the social need for cooperation and how business, industry, and government try to reconcile these goals.
5. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.
6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.
7. Compare and contrast the causes and consequences of discrimination in markets, employment, housing, business, and financial transactions.
8. Evaluate the activities and impact in various countries of major international institutions including the World Bank, the International Monetary Fund, and the World Trade Organization.
9. Describe how clearly defined and enforced property rights (e.g., copyright laws, patents) are essential to a market economy.

STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 9, students will:

A. The World in Spatial Terms

1. Discuss the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.
2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.
4. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
5. Apply spatial thinking to understand the interrelationship of history, geography economics, and the environment, including domestic and international migrations, changing environmental preferences and settlement patterns, and frictions between population groups.

B. Places and Regions

1. Analyze and compare the functions and spatial arrangements of cities both locally and globally.
2. Evaluate how human interaction with the physical environment shapes the features of places and regions.
3. Analyze why places and regions are important factors to individual and social identity.

C. Physical Systems

1. Assess relationships between soil, climate, plant, and animal life and how this impacts the distribution of ecosystems.
2. Analyze the effects of both physical and human changes in ecosystems, such as acid rain, ozone layer, carbon-dioxide levels, and clean water issues.

D. Human Systems

1. Analyze the impact of human migration on physical and human systems.
2. Explain the spatial-technological processes of cultural convergence (cultural adaptations over distances) and divergence (separating effects of cultural diffusion over distances).
3. Analyze the historic movement patterns of people and their goods and their relationship to economic activity.
4. Analyze the processes that change urban areas.

5. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.

E. Environment and Society

1. Discuss the global impacts of human modification of the physical environment (e.g., the built environment).
2. Discuss the importance of maintaining biodiversity.
3. Analyze examples of changes in the physical environment that have altered the capacity of the environment to support human activity, including pollution, salinization, deforestation, species extinction, population growth, and natural disasters.
4. Compare and contrast the historical movement patterns of people and goods in the world, United States, and New Jersey and analyze the basis for increasing global interdependence.
5. Evaluate policies and programs related to the use of local, national and global resources.
6. Analyze the human need for respect for and informed management of all resources (sustainability), including human populations, energy, air, land, and water to insure that the earth will support future generations.
7. Describe how and why historical and cultural knowledge can help to improve present and future environmental maintenance.
8. Delineate and evaluate the environmental impact of technological change in human history (e.g., printing press, electricity and electronics, automobiles, computer, and medical technology).

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) ALL STUDENTS

WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEM

Building upon knowledge and skills gained in preceding grades, by the end of Grade 9, students will:

A. Basic Computer Skills and Tools

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

Create documents including a resume and a business letter using professional format.

3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.

4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.

5. Produce a multimedia project using text, graphics, moving images, and sound.

6. Produce and edit page layouts in different formats using desktop publishing and graphics software.

7. Develop a document or file for inclusion into a website or web page.
8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
9. Merge information from one document to another.

B. Application of Productivity Tools

Social Aspects

2. 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.

Technological Literacy 6

Technological Literacy

4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

Information Access and Research

5. Select and use specialized databases for advanced research to solve real world problems.
6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
8. Compose, send, and organize e-mail messages with and without attachments.

Problem-Solving and Decision Making

9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
10. Identify, diagnose, and suggest solutions for non-functioning technology systems.
11. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

INSTRUCTIONAL STRATEGIES: May include but are not limited to the following

- Use of age/developmental appropriate literature
- Collaborative/group work
- Use of non-print media (film, video)
- Interdisciplinary Units
- Writing portfolios
- Group newspapers
- Develop active listening skills
- Daily Oral Language

- DBQ's
- Review of citations
- Evaluate literature for bias
- Student/teacher writing conferences
- Student/student conferences
- Action project
- Differentiated instruction
- Authentic instruction
- Grammar instruction
- Play devil's advocate
- Power point presentation
- Seminar groups
- Modeling
- Oral histories
- Vocabulary: the development and relationships to literary acquisition
- Creation of a Timeline
- Peer/self editing
- Mapmaking
- Note taking strategies
- Position papers
- Debates
- Independent research: traditional and internet
- Use of artifacts

EVALUATION/ASSESSMENT OF STUDENTS: The following student assessments are examples taken from the units of study which can be found in their entirety in Appendix I.

- Design a bulletin board: "How do you say Aussie?" or "Australian for..."
Research the origins and purpose of the term "walkabout." Write five journal entries which chronicle the ordeal.
- Creation of a survival kit
- Island project/map
- Create a Shakespearean newspaper depicting the life/times of Elizabethan England including an international centerfold
- Elizabethan seminar work
- Through a variety of art forms (ballet, music, karate, voice, art, internal monologue, poetry, dialogue between two individuals, inspirational excerpts, drama, power point presentation) the students will express their emotions concerning genocide
- Evaluate the role of American and multinational corporations as they impact the victimized populations of genocide
- Paper Bag Activity
- US vacation Trip Tic

- Write a reaction paper to a selection of Jack Kirouk, Studs Terkel, Charles Kuralt. Discuss your rationale for your selection and your reaction
- Write three Haiku modeling three Asian poets
- Create a power point presentation on the dynasties of China
- Pinata oral presentation
- Prepare a class cookbook of recipes accompanied with emotional poetry
- Position paper on NAFTA
- Power point presentation on The World of Islam
- Arrange a museum style exhibit on Islam depicting religious artifacts, art, clothing, documents to be displayed in the Global Mosaic case
- Debate on America's war on terror
- Students sponsor a question/answer seminar with NJ State Police on racial profiling
- African Mask Project
- Oral presentation reflecting the students' expertise in the mastery of storytelling
- The development and utilization of a rubric for storytelling
- Evaluate Gandhi's message of peaceful resistance and draw comparisons to other worldly revolutionaries such as Nelson Mandela and Martin Luther King
- Following a Bronx Zoo field trip, students will prepare a persuasive oral presentation entitled "The _____ Animal in the Zoo"

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course will be reviewed according to the Five Year Curriculum Review schedule.

RESOURCES USED:

- Textbook: World Cultures/A Global Mosaic
- Short stories from the anthology: Adventures in Appreciation
- Classroom computers
- Library/Media Center
- Of Mice and Men (John Steinbeck)
- Romeo and Juliet (William Shakespeare)
- Good Night, Mr. Tom (Michelle Magorian)
- Not Without My Daughter Betty Mahmoody)
- Master and Commander (James O'Brien)
- Night (Elie Wiesel)
- Collective Stories of Gabriel Garcia Marquez
- The Complete Works of the Brothers Grimm
- Ties That Bind, Ties That Break (Lensey Namioka)
- An Ocean Apart, A World Away (Lensey Namioka)
- Things Fall Apart (Achebe)