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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

**Unit Name: Unit One**

**Duration: September**

**Essential Questions:**

- How did railroads change American society, politics, and the economy, in the post Civil War era?
- Who were the leaders of the industrial revolution?

Were they captains of industry or robber barons?

**Enduring Understandings:**

- Discuss the impact of the transcontinental railroad on society
- Present the captains of industry
- Present the impact of industrialization on the West
- Discuss the Indian Wars
- Present major Native American heroes
- Analyze and evaluate key events, people, and groups, associated with industrialization
- Identify the different businesses that spurred economy
- Identify the early figures in industrialization
- Explain the effect of early industrialization on the environment

Challenge the Dawes Act

**Relevant Standards:**

Social Studies Standards: 6.1.12.A.5.a-c, 6.1.12.C.5.a-c, 6.1.12.D.5.a-b, 6.1.12(.A.6.a, B.6a-b, C.6.a-c, D.6.a)  
C)

6.1 (A), 6.2 (A, B), 6.4 (H, I), 6.5 (A, B), 6.6 (B,

**Interdisciplinary Connections: ELA, Science**



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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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| <b>Tier 2 Vocabulary:</b> analyze, compile, demonstrate, explore, irrelevant, synthesize                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Tier 3 Vocabulary:</b>                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Core Instructional Materials/Resources/Digital Tools:</b> Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources.                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>21<sup>st</sup> Century Themes and Skills:</b><br><br><b>(CRP Standards)</b>                                                                                                                                                     | <b><u>To apply the standards that apply copy and paste from the link.</u></b><br><br><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems |
| <b>8.1 Educational Technology</b>                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Assessments and Performance Tasks:</b><br><br>Class discussion, reading primary sources, note taking, tests, and quizzes.<br><br>-Teacher designed tests and quizzes designed to address the appropriate levels of the students. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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| -Group work                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                |
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| <b>Differentiation/Accommodations/Modifications</b>                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                |
| Gifted and Talented                                                                                                                                                                                                                                                                        | English Language Learners                                                                                                                                                                                                                                                       | Students with Disabilities                                                                                                                                                                                                                                                                               |  | Students at Risk of School Failure                                                                                                                                                                                                             |
| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest /</p> | <p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment</p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> |  | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to</p> |



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| <p>cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> | <p>completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> | <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on</p> |  | <p>be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> |
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| <p>Provide assessments at a higher level of thinking</p> |  | <p>assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> |  | <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> |
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|  |  | <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more</p> |  | <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to</p> |
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|  |  | <p>complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify</p> |  | <p>be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> |
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|  |  | directions/questions<br><br>Distribute study guide for classroom tests.<br><br>Establish procedures for accommodations / modifications for assessments. |  | Distribute study guide for classroom tests.<br><br>Establish procedures for accommodations / modifications for assessments. |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

**Unit Name: Unit Two**

**Duration: October**

### Essential Questions:

- How did transformation from agrarian based society to industrial based society transform the life of the people, government, and politics?
- How did the election of 1896, change American politics?
- What were the causes of urbanization during the Gilded Age?
- What consequences did the urban revolution have on politics, the economy, and society?
- How did the Gilded Age widen the distribution of wealth for American citizens?

What motivates grass roots political activism?

### Enduring Understandings:

- Present the development of industrialization in America during this period and the resulting transformation of the country, including the introduction of mechanized farming, the rise of corporations and the growth of cities
  - Present the economic development in which the United States became a major industrial power
  - Present Social Darwinism and the Gospel of Wealth
  - Discuss the connection between industrialization and immigration
  - Present the leaders of the labor movement
  - Analyze and evaluate Americas changing immigration policies
  - Identify basic economic theories (Laissez faire, capitalism, free enterprise)
  - Appreciate the necessity for the beginning of the labor movement.
- Compare and contrast the first union strikes

### Relevant Standards:

6.1.12(.A.5.a-b, B.5.a-b, C.5.a-c, D.5.a-b, A.6.a-c, B.6.a-b,D.6.a)

(6.1(A), 6.2 (A, B), 6.4 (B, H, I), 6.5 (A, B)



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**Subject: United States History II**

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| <b>Interdisciplinary Connections: ELA, Science</b>                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize</b>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Tier 3 Vocabulary:</b>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Core Instructional Materials/Resources/Digital Tools:</b> Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>21<sup>st</sup> Century Themes and Skills:</b><br><br><b>(CRP Standards)</b>                                                                                         | <b><u>To apply the standards that apply copy and paste from the link.</u></b><br><br><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems |
| <b>8.1 Educational Technology</b>                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Assessments and Performance Tasks:</b>                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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**Subject: United States History II**

Read primary sources, taking class notes, class discussion, tests, and quizzes.

-Teacher designed tests and quizzes designed to address the appropriate levels of the students.

-Group work

### Differentiation/Accommodations/Modifications

| Gifted and Talented                                                                                                                                                        | English Language Learners                                                                                                                                     | Students with Disabilities                                                                                                                                                                                                      |  | Students at Risk of School Failure                                                                                                                                      |
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| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> | <p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation</p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> |  | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> |



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| <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> | <p>(peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> | <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a</p> |  | <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> |
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| <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> |  | <p>computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> |  | <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of</p> |
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|  |  | <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework</b></p> | <p>assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Extended time to complete</p> |
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|  |  | <p><b>and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> |  | <p>assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete</p> |
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|  |  | <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |  | <p>tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

**Unit Name: Unit Three**

**Duration: November**

**Essential Questions:**

- How did economic growth lead the US to overseas expansion
- Does the choice to expand always bring benefits?
- What are the disadvantages to expansion?

Was it expansion or was it imperialism?

**Enduring Understandings:**

- Discuss elements that contributed to late nineteenth century expansionist foreign policy, including racial ideology, missionary zeal, nationalism, and economic interest
- Discuss the causes and consequences of the Spanish American War
- Present the concept of the "White Man's Burden"
- Analyze the Roosevelt corollary to the Monroe Doctrine and how it justified a new direction in foreign policy
- Understand how yellow journalism manipulated public opinion
- Challenge Americas imperialist episode in 1898
- Question the reasons behind the US annexation of the Philippine's

Understand why the Filipino's revolted against American rule

**Relevant Standards:**

6.1.12.(A.5.c, D.5.c-d, A.6.c, D.6.a-c),

6.1 (A), 6.2 (A, B, C), 6.4 (I),

6.5 (A, B), 6.6 (A, B, C, D)

**Interdisciplinary Connections: ELA, Science**



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| <b>Tier 2 Vocabulary:</b> analyze, compile, demonstrate, explore, irrelevant, synthesize                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Tier 3 Vocabulary:</b>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>21<sup>st</sup> Century Themes and Skills:</b><br><br><b>(CRP Standards)</b>                                                                                         | <b><u>To apply the standards that apply copy and paste from the link.</u></b><br><br><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills.. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems |
| <b>8.1 Educational Technology</b>                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Assessments and Performance Tasks:</b><br><br>Class discussions, map work, primary sources, note taking, tests, and quizzes.                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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**GRADE: 9-12**

**Subject: United States History II**

-Teacher designed tests and quizzes designed to address the appropriate levels of the students.

-Group work

## Differentiation/Accommodations/Modifications

| Gifted and Talented                                                                                                                                                                                                                                     | English Language Learners                                                                                                                                                                                                                                                       | Students with Disabilities                                                                                                                                                                                                                                                                               |  | Students at Risk of School Failure                                                                                                                                                                         |
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| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> | <p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment</p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> |  | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> |



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| <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level</p> | <p>completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> | <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> |  | <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> |
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| <p>Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> |  | <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of</p> |  | <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and</p> |
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BOE Approved 4/15

## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | <p>assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> |  | <p>tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> |  | <p>smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |  | <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

**Unit Name: Unit Four**

**Duration: December**

**Essential Questions:**

- How did the views and policies of Theodore Roosevelt and Woodrow Wilson direct “progressive” change?
- What were the goals of the Progressive era?
- How did Progressives allow for more democratic government?

What were the causes and consequences of progressivism

**Enduring Understandings:**

- Discuss the rise of the Progressive movement including, the relationship between progressivism and the populist movement, anti trust reform, the woman suffrage movement, and municipal reform
  - Present the leaders of the Progressive movement
  - Describe the policies of the Progressives in government, in politics, in society, and in the economy
  - Present the legacy of the Progressive's
  - Compare and contrast Roosevelt's square deal with Wilson's new freedom
  - Evaluate the effectiveness of Progressive policies
  - Identify Progressive personalities and philosophies
- Challenge government's role in the economy

**Relevant Standards:**

6.1.12.(A.6.a-c, D.6.a-b, A.8.a-c, B.8.a, C.8.a-b,D.8.a-b), 6.1 (A), 6.2 (A, B, C), 6.4 (I)

**Interdisciplinary Connections: ELA, Science**



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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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| <b>Tier 2 Vocabulary:</b> analyze, compile, demonstrate, explore, irrelevant, synthesize                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Tier 3 Vocabulary:</b>                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Core Instructional Materials/Resources/Digital Tools:</b> Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources.                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>21<sup>st</sup> Century Themes and Skills:</b><br><br><b>(CRP Standards)</b>                                                                                                                                                                                              | <b><u>To apply the standards that apply copy and paste from the link.</u></b><br><br><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems |
| <b>8.1 Educational Technology</b>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Assessments and Performance Tasks:</b><br><br>Read primary sources, class lectures, class discussions, term identification, tests, and quizzes.<br><br>-Teacher designed tests and quizzes designed to address the appropriate levels of the students.<br><br>-Group work |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

### Differentiation/Accommodations/Modifications

| Gifted and Talented                                                                                                                                                                                                                                                                                             | English Language Learners                                                                                                                                                                                                                                                                            | Students with Disabilities                                                                                                                                                                                                                                                                                                                  |  | Students at Risk of School Failure                                                                                                                                                                                                                          |
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| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> | <p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> |  | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> |



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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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| <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a</p> | <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> | <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> |  | <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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| <p>higher level of thinking</p> |  | <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to</p> |  | <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | <p>proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be</p> |  | <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | <p>submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> |  | <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | Distribute study guide for classroom tests.<br><br>Establish procedures for accommodations / modifications for assessments. |  | Distribute study guide for classroom tests.<br><br>Establish procedures for accommodations / modifications for assessments. |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

**Unit Name: Unit Five**

**Duration: January**

### Essential Questions:

- Was World War 1 "an unnecessary war"
- How did the US get involved in a European conflict?
- What was the submarine issue and its connection to Wilson's philosophy?
- What was the role of Wilson at the end of the war?
- How did the Treaty of Versailles prepare for WWII or did it?

What was the response of the 20's?

### Enduring Understandings:

- Present the European background for the war
- Explain the submarine issue and its connection to Wilson's concept of neutrality
- Describe the major events, personalities, and decisions of WWI, including the causes of the U.S involvement, social conditions on the home front, significant battles and Woodrow Wilson's peace plan
- Present Woodrow Wilson's 14 points and how it differed from the French and British
- Discuss the major provisions of the Versailles Treaty and its controversy
- Consider the role of diplomacy in WWI
- Understand the role of technology in the war
- Challenge the punishment of Germany in the treaty
- Question the provisions of the treaty and their consequences in the fermenting of the next war

Challenge the treaty's treatment of the empire of Islam

### Relevant Standards:

6.1.12.(A.7.a-c, B.7.a, C.7.a-c, D.7.a-c), 6.1 (A), 6.2 (A, B, C), 6.3 (E, F), 6.4 (I)



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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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| <b>Interdisciplinary Connections: ELA, Science</b>                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize</b>                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Tier 3 Vocabulary:</b>                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Core Instructional Materials/Resources/Digital Tools:</b> Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources.                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>21<sup>st</sup> Century Themes and Skills:</b><br><br><b>(CRP Standards)</b>                                                                                                                                                           | <b><u>To apply the standards that apply copy and paste from the link.</u></b><br><br><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems |
| <b>8.1 Educational Technology</b>                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Assessments and Performance Tasks:</b><br><br>Class notes, tests, quizzes, read primary sources, class lectures and discussion.<br><br>-Teacher designed tests and quizzes designed to address the appropriate levels of the students. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



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## Cliffside Park Public Schools

**GRADE: 9-12**

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| -Group work                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                |
| <b>Differentiation/Accommodations/Modifications</b>                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                |
| <b>Gifted and Talented</b>                                                                                                                                                                                                                                                                 | <b>English Language Learners</b>                                                                                                                                                                                                                                                | <b>Students with Disabilities</b>                                                                                                                                                                                                                                                                        |  | <b>Students at Risk of School Failure</b>                                                                                                                                                                                                      |
| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest /</p> | <p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment</p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> |  | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to</p> |



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## Cliffside Park Public Schools

**GRADE: 9-12**

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| <p>cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> | <p>completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> | <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on</p> |  | <p>be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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| <p>Provide assessments at a higher level of thinking</p> |  | <p>assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> |  | <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more</p> |  | <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | <p>complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify</p> |  | <p>be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | directions/questions<br><br>Distribute study guide for classroom tests.<br><br>Establish procedures for accommodations / modifications for assessments. |  | Distribute study guide for classroom tests.<br><br>Establish procedures for accommodations / modifications for assessments. |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

**Unit Name: Unit Six**

**Duration: February**

**Essential Questions:**

- What were the causes of the stock market crash?
- What brings about the economic trends of boom and bust?
- How did FDR end the New Deal legislation help the US to deal with Great Depression?

What is difference between Recovery and Reform

**Enduring Understandings:**

- Present the evidence leading to the crash (margin buying, overproduction, banking practices)
- Discuss Hoover's reaction to the crisis and his failure
- Present the election of FDR and his first hundred days
- Describe how the Great Depression and the New Deal transformed America, including the growth of the government, the rise of the welfare state, and industrial unionism
- Discuss how the depression contributed to the development of Social Security and the Federal Deposit Insurance Corporation
- Distinguish the factors that led to depression
- Evaluate the government's intervention into the economy
- Identify problems in the economy
- Challenge solutions in the economy

Relate the past crisis to present economic problems

**Relevant Standards:**

6.1.12.(A.9.a,B.9.a, C.9.ad, D.9.a-bA.10.a-c, B.10.a, C.10.a-b,10.a-d)

6.1 (A), 6.2 (A, B), 6.4 (I, J), 6.5 (A, B)

**Interdisciplinary Connections: ELA, Science**



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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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| Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Tier 3 Vocabulary:                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Core Instructional Materials/Resources/Digital Tools: Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 21 <sup>st</sup> Century Themes and Skills:<br><br>(CRP Standards)                                                                                               | <u>To apply the standards that apply copy and paste from the link.</u><br><br><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems |
| 8.1 Educational Technology                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Assessments and Performance Tasks:                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



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## Cliffside Park Public Schools

**GRADE: 9-12**

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Test taking, class lectures, term recognitions, quizzes, class discussions, and economic statistics.

-Teacher designed tests and quizzes designed to address the appropriate levels of the students.

-Group work

### Differentiation/Accommodations/Modifications

| Gifted and Talented                                                                                                                                                                                                                      | English Language Learners                                                                                                                                                                                             | Students with Disabilities                                                                                                                                                                                                                                                                  |  | Students at Risk of School Failure                                                                                                                                      |
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| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used</p> | <p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device,</p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and</p> |  | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> |



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| <p>in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> | <p>bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> | <p>assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> |  | <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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| <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> |  | <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and</p> |  | <p>assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> |
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## Cliffside Park Public Schools

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**Subject: United States History II**

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|  |  | <p>short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete</p> |  | <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> |
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|  |  | <p>assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as</p> |  | <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> |
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|  |  | <p>needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |  | <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

**Unit Name: Unit Seven**

**Duration: March**

**Essential Questions:**

- What were the background causes to WWII?
- What led to US involvement in WWII?
- How did US involvement permanently change US status in the world?

What motives were behind the decision to drop the atomic bomb

**Enduring Understandings:**

- Discuss the beginning of the war in Europe
  - Present Americas attempts at neutrality
  - Describe the political background leading to American involvement in WW2, the course of the war in Europe and Asia, the mobilization of women and African Americans into the military and the use of the atom bomb
  - Present the evidence concerning Pearl Harbor
  - Present the strategy for winning war
  - Discuss Japanese internment and its consequences
  - Discuss the Manhattan project and the decision to use the bomb
  - Challenge America's decision to drop the bomb
  - Evaluate the evidence to go to war
  - Question Roosevelt's path to war
  - Analyze the evidence leading to the attack on Pearl Harbor
- Question America's internment of Japanese Americans

**Relevant Standards:**

6.1.12.(A.11.a-e, B.11.a, C.11.a-b, D.11.a-e), 6.1 (A), 6.2 (A, B, E), 6.3 (F), 6.4 (J), 6.5 (B), 6.6 (A, B)



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**Subject: United States History II**

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| <b>Interdisciplinary Connections: ELA, Science</b>                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize</b>                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Tier 3 Vocabulary:</b>                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Core Instructional Materials/Resources/Digital Tools:</b> Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources.                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>21<sup>st</sup> Century Themes and Skills:</b><br><br><b>(CRP Standards)</b>                                                                                                                                                                           | <b><u>To apply the standards that apply copy and paste from the link.</u></b><br><br><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems |
| <b>8.1 Educational Technology</b>                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Assessments and Performance Tasks:</b><br><br>Tests, quizzes, class discussion, class lectures, and video (when appropriate)<br><br>-Teacher designed tests and quizzes designed to address the appropriate levels of the students.<br><br>-Group work |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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### Differentiation/Accommodations/Modifications

| Gifted and Talented                                                                                                                                                                                                                                                                                             | English Language Learners                                                                                                                                                                                                                                                                            | Students with Disabilities                                                                                                                                                                                                                                                                                                                  |  | Students at Risk of School Failure                                                                                                                                                                                                                          |
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| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> | <p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> |  | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> |



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| <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a</p> | <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> | <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> |  | <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> |
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| <p>higher level of thinking</p> |  | <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to</p> |  | <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> |
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|  |  | <p>proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be</p> |  | <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> |
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|  |  | <p>submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> |  | <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> |
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|  |  | Distribute study guide for classroom tests.<br><br>Establish procedures for accommodations / modifications for assessments. |  | Distribute study guide for classroom tests.<br><br>Establish procedures for accommodations / modifications for assessments. |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

**Unit Name: Unit Eight**

**Duration: April**

### **Essential Questions:**

- How did Hitler get legally elected?
- What was the methodology of Hitler?
- What is the history of anti-Semitism?
- What is Christian anti-Semitism?
- How did Hitler achieve the unthinkable?

Who were the "willing followers"?

### **Enduring Understandings:**

- Present the history of the church and the Jews
- Discuss the propaganda of Hitler
- Present the role of Albert Speer in the creation of Hitler's Third Reich
- Discuss the three phases of Hitler's final solution- The Nuremberg Laws, the Ghetto, the camps.
- Discuss the liberation of the Jews
- Challenge prejudice
- Understand manipulation
- Identify propaganda
- Question authority

Understand accountability as witnessed at The Nuremberg Trials



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| <b>Relevant Standards:</b>                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 6.1.12.(A.11.e, D.11.d-e)                                                                                                                                               | 6.1 (A), 6.2 (A), 6.3 (F), 6.4 (J)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Interdisciplinary Connections: ELA, Science</b>                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize</b>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Tier 3 Vocabulary:</b>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Core Instructional Materials/Resources/Digital Tools:</b> Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>21<sup>st</sup> Century Themes and Skills:</b><br><br><b>(CRP Standards)</b>                                                                                         | <b><u>To apply the standards that apply copy and paste from the link.</u></b><br><br><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems |



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| 8.1 Educational Technology                                                                                                                                                                                                                                              |                                                                                         |                                                                                                                           |  |                                                                                     |
| <b>Assessments and Performance Tasks:</b><br>Tests, quizzes, class discussion, class lectures, and video (Rise and Fall of 3 <sup>rd</sup> Reich)<br>-Teacher designed tests and quizzes designed to address the appropriate levels of the students.<br><br>-Group work |                                                                                         |                                                                                                                           |  |                                                                                     |
| <b>Differentiation/Accommodations/Modifications</b>                                                                                                                                                                                                                     |                                                                                         |                                                                                                                           |  |                                                                                     |
| <b>Gifted and Talented</b>                                                                                                                                                                                                                                              | <b>English Language Learners</b>                                                        | <b>Students with Disabilities</b>                                                                                         |  | <b>Students at Risk of School Failure</b>                                           |
| <i>(content, process, product and learning environment)</i><br><br><b>Extension Activities</b>                                                                                                                                                                          | <b>Modifications for Classroom</b><br><br><b>Modifications for Homework/Assignments</b> | <i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i> |  | <b>Modifications for Classroom</b><br>Pair visual prompts with verbal presentations |



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| <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types /</p> | <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be</p> | <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use</p> |
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| <p>modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> |  | <p>mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> |  | <p>a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> |
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|  |  | <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other</p> |  | <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> |
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|  |  | <p>assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b></p> | <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |  | <p>tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

**Unit Name: Unit Nine**

**Duration: May**

**Essential Questions:**

- How did US emerge as an international super power during the cold war?
- What were the post war events that led to the cold war?
- Can ideologies influence foreign policy?
- How did the cold war affect US domestically?

Was the Cold War inevitable?

**Enduring Understandings:**

- Present the definition of the cold war
  - Discuss the connection between the cold war and WWII
  - Present the rationales and theories of the Cold War (containment, domino theory, mutually assured destruction)
  - Present the administrations of Truman, Eisenhower, and Kennedy
  - Discuss the social effects of the cold war
  - Explain the cold war at home – McCarthyism, Red scare
  - Discuss the arms race
  - Analyze United States foreign policy during the Cold War, including the US/USSR relations
  - Understand the causes of the American economic boom in the 1950's and its affect on the nations foreign policy
  - Question why Americans were terrified of communist infiltration after WW2
- Analyze the impact the Korean War had on American foreign policy



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# Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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| <b>Relevant Standards:</b><br>6.1.12.(A.12.a-c, B.12.a, C.12.a-d, D.12.b. 6.1 (A), 6.2 (A, B, C), 6.4 (K)                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Interdisciplinary Connections: ELA, Science</b>                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize</b>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Tier 3 Vocabulary:</b>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Core Instructional Materials/Resources/Digital Tools:</b> Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>21<sup>st</sup> Century Themes and Skills:</b><br><br><b>(CRP Standards)</b>                                                                                         | <b><u>To apply the standards that apply copy and paste from the link.</u></b><br><br><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems |
| <b>8.1 Educational Technology</b>                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>8.2 Technology Education,</b>                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

**Engineering, Design, and  
Computation**

**Assessments and Performance Tasks:**

Tests, quizzes, class discussion, class lectures, and video (when appropriate)

-Teacher designed tests and quizzes designed to address the appropriate levels of the students.

-Group work



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# Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

## Differentiation/Accommodations/Modifications

| Gifted and Talented                                                                                                                                                                                                                                                                                             | English Language Learners                                                                                                                                                                                                                                                                            | Students with Disabilities                                                                                                                                                                                                                                                                                                                  |  | Students at Risk of School Failure                                                                                                                                                                                                                          |
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| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> | <p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> |  | <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> |



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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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| <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a</p> | <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> | <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> |  | <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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| <p>higher level of thinking</p> |  | <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to</p> |  | <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | <p>proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be</p> |  | <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | <p>submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> |  | <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> |
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**Subject: United States History II**

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|  |  | Distribute study guide for classroom tests.<br><br>Establish procedures for accommodations / modifications for assessments. |  | Distribute study guide for classroom tests.<br><br>Establish procedures for accommodations / modifications for assessments. |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

**Unit Name: Unit Ten**

**Duration: June**

### Essential Questions:

- How did the turmoil of the 60's and 70's redefine America?
- How is tolerance created?
- What are the advantages and disadvantages of diversity?
- How did the Vietnam War challenge American politics?
- How did the protests of the time period reinterpret the Bill of Rights?

Civil Rights movement

### Enduring Understandings:

- Describe and trace the Civil rights movement
- Present significant Supreme Court cases
- Explain Black power, and its turn to violence
- Present major personalities of the time period
- Discuss nonviolent protest
- Present the role of students in the both the anti-war movement and the Civil rights movement
- Present the moral crisis in the Vietnam conflict
- Analyze the Civil Rights and Women's movement including the Bus Boycott, the Little Rock school crisis, the Voting Rights Act, and the Brown V. Board of Education case
- Compare and contrast the techniques of Martin Luther King and Malcolm X
- Analyze the legal strategy of the Civil Rights movement
- Appreciate the significance against Brown vs. The Board of Education
- Understand the importance of the role of Lyndon B. Johnson in the Civil Rights movement
- Challenge the Vietnam War



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**GRADE: 9-12**

**Subject: United States History II**

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| <b>Relevant Standards:</b>                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 6.1.12.(D.12.b-e, A.13.a-c, C.13a,c-d,D.13.a-f, A.14.a-h, D.14.d-f)                      6.1 (A), 6.2 (A, B, C, D, E), 6.4 (K, L)                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Interdisciplinary Connections: ELA, Science</b>                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize</b>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Tier 3 Vocabulary:</b>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Core Instructional Materials/Resources/Digital Tools:</b> Textbook, PowerPoint slides (student take notes from slides), and various collection of outside resources. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>21<sup>st</sup> Century Themes and Skills:</b><br><br><b>(CRP Standards)</b>                                                                                         | <b><u>To apply the standards that apply copy and paste from the link.</u></b><br><br><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research |



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|                                                                                                                                                                                                                                                                  | strategies. <b>CRP8</b> . Utilize critical thinking to make sense of problems |                                                                                                          |  |                                           |
| 8.1 Educational Technology                                                                                                                                                                                                                                       |                                                                               |                                                                                                          |  |                                           |
| <p><b>Assessments and Performance Tasks:</b></p> <p>Tests, quizzes, class discussion, class lectures, and video (when appropriate)</p> <p>-Teacher designed tests and quizzes designed to address the appropriate levels of the students.</p> <p>-Group work</p> |                                                                               |                                                                                                          |  |                                           |
| <h3>Differentiation/Accommodations/Modifications</h3>                                                                                                                                                                                                            |                                                                               |                                                                                                          |  |                                           |
| <b>Gifted and Talented</b>                                                                                                                                                                                                                                       | <b>English Language Learners</b>                                              | <b>Students with Disabilities</b>                                                                        |  | <b>Students at Risk of School Failure</b> |
| <i>(content, process, product and learning environment)</i>                                                                                                                                                                                                      | <b>Modifications for Classroom</b>                                            | <i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the</i> |  | <b>Modifications for Classroom</b>        |



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## Cliffside Park Public Schools

**GRADE: 9-12**

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| <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> | <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p> | <p><i>(IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> | <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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| <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> |  | <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> |  | <p>student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> |
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## Cliffside Park Public Schools

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|  |  | <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign</p> |  | <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of</p> |
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: United States History II**

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|  |  | <p>student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types /</p> | <p>other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b><br/>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> |
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|  |  | <p>modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |  | <p><b>Modifications for Assessments</b><br/>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p> |
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**GRADE: 9-12**

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National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). *Common core state standards for English Language Arts & Literacy in History/Social Studies, Science & Technical Subjects*. Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

New Jersey State Department of Education. (2014). *New Jersey core curriculum content standards*. Trenton, NJ: Author.