

United States History II Curriculum

Cliffside Park High School

August 2018

GRADE: 11th Grade U.S. History II

Unit Name: Westward Expansion and Industry

Duration: 3-4 weeks

Enduring Understanding:

- Westward expansion and improvements in American industry helped the United States become a world super power

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?

Topics Covered:

- Great Plains
- Battle of Wounded Knee
- Dawes Act
- Homestead Act
- Bessemer Process
- Thomas Edison
- Transcontinental Railroad
- George Pullman

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit

- Primary sources: *Bury Me Heart at Wounded Knee: An Indian History of the American West* reading/assessment, *Birth of the Telephone* reading/assessment, *Letter from a Woman Homesteader* reading/assessment
- Secondary sources: *Chief Joseph* reading/assessment, *The Regions of the West Map* reading/assessment, *Cross of Gold Speech* reading/assessment

Summative:

- Unit test

Benchmarks:

- Westward Expansion and Industry benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Mapwork that traces the trade routes of different American groups out west
- Presentation through the use of Google Slides on any person, place, or topic that attempted to influence the American economy in the years following the Civil War.

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.5.a--Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12.A.5.b--Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.B.5.a--Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.B.5.b--Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.C.5.a--Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact
- 6.1.12.C.5.b--Compare and contrast economic development of the North, South, and West in the post-Civil War period.
- 6.1.12.C.5.c--Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.D.5.a--Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: assimilation, plains, treaty, Congress, transcontinental, industry, industrial, age, iron, steel, era, market

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will identify theme, tone, and other literary examples within the novel, *My Antonia*, by Willa Cather.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● G & T students will read the novel, <i>O Pioneers!</i>, and complete a literary analysis on the various themes within the book. 	<ul style="list-style-type: none"> ● out west ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students with IEPs and 504 Plans will be allowed to create a Google Slide presentation on inventions that were instrumental in helping the American economy at this point in the country's history ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)

<ul style="list-style-type: none"> ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<p>accommodations for all assessments</p> <ul style="list-style-type: none"> ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● ELL students will be given the opportunity to draw the migration routes of Americans Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
---	---	--

GRADE: 11th Grade U.S. History II

<p>Unit Name: Late 19th Century and the Gilded Age</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● The accomplishments that occurred in the Gilded Age are long standing staples to the American economy.

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?

Topics Covered:

- Expansion of industry
- Age of railroads
- Big business and labor
- Andrew Carnegie
- John Rockefeller
- Sherman Anti-Trust Act

Assessments:**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Labor Poster* reading/assessment, *Anti-Labor Poster* reading/assessment, *Wealth and Its Uses* reading/assessment
- Secondary sources: *American Lives: Andrew Carnegie* reading/assessment, *Across America on an Emigrant Train* reading/assessment, *Death of the Iron Horse* reading/assessment

Summative:

- Unit test

Benchmarks:

- Late 19th century and the Gilded Age benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Complete a Venn Diagram on the similarities and differences between unions of the early 20th century and unions in today's society

- Presentation through the use of Google Slides on any person, place, or topic that played a role in shaping the economic landscape of the late 19th century

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.6.a--Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.A.6.b--Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
- 6.1.12.A.6.c--Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.B.6.a--Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.C.6.a--Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
- 6.1.12.C.6.b--Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.C.6.c--Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.D.6.a--Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
- 6.1.12.D.6.b--Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.D.6.c--Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: luxury, interstate, commerce, vertical integration, horizontal integration, trust, union, Gilded Age, supply, demand, goods, services

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will examine the fictional and non-fictional aspects of the book *Edison: A Life of Invention*.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports

<p>challenging texts</p> <ul style="list-style-type: none"> ● G & T students will create a timeline of important American events that occurred during the Gilded Age ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<p>within the classroom</p> <ul style="list-style-type: none"> ● ELL students will have the opportunity to create a Venn Diagram that compares and contrasts Andrew Carnegie with John Rockefeller ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students 	<ul style="list-style-type: none"> ● Students with IEPs will create Google Slides that examine horizontal and vertical integration ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
--	--	---

	<ul style="list-style-type: none"> ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
--	---	--

GRADE: 11th Grade U.S. History II

<p>Unit Name: Immigration and Urbanization</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Immigrants had a new sense of hope for a better life in America, but faced many hurdles on their journey to happiness
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why did Europeans leave their homes in Europe for a new life in America? ● How were immigrants treated in the United States? ● Why was there an anti-immigrant feeling in the United States?
<p>Topics Covered:</p> <ul style="list-style-type: none"> ● Ellis Island ● Immigration patterns ● Chinese Exclusion Act ● Gentlemen’s Agreement ● Americanization movement ● Urbanization ● Tenement living

Assessments:**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Articles from Ellis Island* reading/assessment, *Call it Sleep* reading/assessment, *America Becoming* reading, assessment
- Secondary sources: *United States Immigration Chart* reading/assessment, *Cultural Diversity in the United States: A Critical Reader* reading/assessment, *Hanging Together: Unity and Diversity in the American Culture*

Summative:

- Unit test

Benchmarks:

- Early Americans benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Compare and contrast essay on immigration in the 20th century to immigration in the 21st century
- Write a journal or diary from the perspective of an immigrant arriving on Ellis Island

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.B.5.b--Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.D.5.a--Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- 6.1.12.D.5.b--Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- 6.1.12.D.5.c--Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12.D.5.d--Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.A.6.a--Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.B.6.a--Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: immigrant, emigrate, urbanization, melting pot, nativism, diversity, identity, urban, rural, tenement, mass transit, settlement house

Interdisciplinary Activities and Connections:

- Art and Social Studies teachers will choose important pictures and photographs from the immigration era and identify symbolism and theme within the pieces

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● G & T students will research one immigrant's journey to America and present their findings to the class ● Allow G & T students to complete author studies on specific writers 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● ELL students will create a Venn Diagram that compares immigration patterns from the 20th century to the 21st century ● Assign an English speaking mentor to help 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Students with an IEP will be able to research one country and present a Google Slide presentation that shows how that country was impacted by immigration to America ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will

<p>during this time period</p> <ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<p>student with language difficulties</p> <ul style="list-style-type: none"> ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	<p>allow them to comprehend the material in a non-literacy setting</p> <ul style="list-style-type: none"> ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
---	--	---

GRADE: 11th Grade U.S. History II

Unit Name: Progressive Era

Duration: 3-4 weeks

Enduring Understanding:

- The Progressive Era in American history made many positive changes, but to whose expense?

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?
- What were the causes and consequences of progressivism?

Topics Covered:

- Florence Kelley
- Robert La Follette
- Reforming of local government
- Women during the Progressive Era
- Teddy Roosevelt’s presidency
- Muckrakers
- William Taft’s presidency
- Woodrow Wilson’s presidency

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Declaration of the Women’s Christian Temperance Union* reading/assessment, *Child Labor in the Coal Mines* reading/assessment, *Political Posters from the Progressive Era* reading/assessment, *The Jungle* reading/assessment
- Secondary sources: *The Status of Women* reading/assessment, *The Day the Women Got the Vote: A Photo History of the Women’s Rights Movement* reading/assessment, *How the Canyon Became Grand: A Short History* reading/assessment

Summative:

- Unit test

Benchmarks:

- Progressive Era benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Author study on Upton Sinclair
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in making improvements in America during the Progressive Era

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.6.a--Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.A.6.b--Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
- 6.1.12.A.6.c--Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.B.6.a--Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.B.6.b--Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.C.6.a--Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
- 6.1.12.C.6.b--Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.C.6.c--Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.D.6.a--Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
- 6.1.12.D.6.b--Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.D.6.c--Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: progressive, prohibition, muckraker, initiative, referendum, recall, suffrage, Pure Food and Drug Act, NAACP, Federal Trade Commission, amendment

Interdisciplinary Activities and Connections:

- Photography and Social Studies teacher will examine photographs from the immigration era in American history and have students write reflections on the pieces.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● G & T students will read excerpts from, 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● ELL students will write 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students with IEPs will be tasked with writing journals that reflect an immigrant’s life in America ● Students will be given flexibility with assessments (option of having alternative

<p><i>The Jungle</i>, and share their findings with the class</p> <ul style="list-style-type: none"> ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<p>journals that reflect an immigrant's life in America</p> <ul style="list-style-type: none"> ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google 	<p>assessments in lieu of assessments that non-IEP/504 students are taking)</p> <ul style="list-style-type: none"> ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
---	--	--

	Slide presentation and explain information in their native language	
--	---	--

GRADE: 11th Grade U.S. History II

<p>Unit Name: World War I and the United States</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Identify how the United States changed as a result of their involvement in World War I
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did the US get involved in a European conflict? ● What was the role of Wilson at the beginning and end of the war? ● How did the Treaty of Versailles prepare for WWII?
<p>Topics Covered:</p> <ul style="list-style-type: none"> ● Allies ● Central Powers ● Archduke Franz Ferdinand ● Lusitania ● Zimmermann Note ● Selective Service Act ● Convoy system ● American Expeditionary Force ● General John Pershing ● Propaganda ● Fourteen Point ● League of Nations ● Treaty of Versailles ● War-guilt clause
<p>Assessments:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Observation of student responses during whole-group and small-group discussion

- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *The Zimmermann Note* reading/assessment, *Patriotic Song* reading/assessment, *Liberty Bond Poster* reading/assessment, *Returning Soldiers* reading/assessment
- Secondary sources: *A Son at the Front* reading/assessment, *In Another Country* reading/assessment, *In Another Country* reading/assessment

Summative:

- Unit test

Benchmarks:

- World War I benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Examine propaganda posters from the World War I era
- Presentation through the use of Google Slides on any person, place, or topic that played an important role in World War I

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.7.a--Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
- 6.1.12.A.7.b--Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.A.7.c--Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- 6.1.12.B.7.a--Explain how global competition by nations for land and resources led to increased militarism.
- 6.1.12.C.7.a--Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
- 6.1.12.C.7.b--Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
- 6.1.12.D.7.a--Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
- 6.1.12.D.7.b--Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
- 6.1.12.D.7.c--Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: nationalism, militarism, trench warfare, no man’s land, convoy system, armistice, propaganda, sedition, treaty, espionage

Interdisciplinary Activities and Connections:

- Science and Social Studies teachers will closely examine, *Atlas for the Great War*, which will allow for Science teachers to explain how and why the war developed due to the geographical makeup of the landscape.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● G & T students will read the US Supreme Court’s ruling on <i>Schenck v. United States</i> and how it influenced the World War I era ● Amplify learning by providing more challenging texts 	<ul style="list-style-type: none"> ● ELL students will use maps to trace the troop movements during World War I ● Allow for peer to peer collaboration within the classroom 	<ul style="list-style-type: none"> ● Students with IEPs will be given the task of identifying reasons for United States involvement in World War I ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech

<ul style="list-style-type: none">● Allow G & T students to complete author studies on specific writers during this time period● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms within the unit of study	<ul style="list-style-type: none">● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in	<ul style="list-style-type: none">● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student
---	--	---

	their native language	
--	-----------------------	--

GRADE: 11th Grade U.S. History II

Unit Name: Economic Boom and Bust
Duration: 3-4 weeks
Enduring Understanding: <ul style="list-style-type: none">● The United States fared well economically after World War I until there was a lack of financial responsibility
Essential Questions: <ul style="list-style-type: none">● 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?
Topics Covered: <ul style="list-style-type: none">● Prohibition● Women in the 1920s● Harlem Renaissance● Stock Market Crash● Great Depression● Presidency of Herbert Hoover● Presidency of Franklin D. Roosevelt● New Deal
Assessments: Formative: <ul style="list-style-type: none">● Observation of student responses during whole-group and small-group discussion● Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses● Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit

- Primary sources: *Photography of Amelia Earhart* reading/assessment, *Political Cartoons from the Great Depression* reading/assessment, *Interview with Charles Lindbergh* reading/assessment
- Secondary sources: *Inherit the Wind* reading/assessment, *American Lives: George O'Keefe* reading/assessment, *The Stock Market Crash* reading/assessment

Summative:

- Unit test

Benchmarks:

- Economic Boom and Bust benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Students will view the documentary, *Riding the Rails*, and write letters to the children who ran away from home
- Presentation through the use of Google Slides on any person, place, or topic that played a role in America during the 1920s

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.8.a--Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- 6.1.12.A.8.b--Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
- 6.1.12.A.8.c--Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- 6.1.12.B.8.a--Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 6.1.12.C.8.a--Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.C.8.b--Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.D.8.a--Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.D.8.b--Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: prohibition, speakeasy, bootlegger, fundamentalism, flapper, double standard, credit, Dow Jones Industrial Average, speculation, Great Depression, Black Tuesday, shantytown, Dust Bowl, New Deal

Interdisciplinary Activities and Connections:

- Photography and Social Studies teachers will have the students examine *Franklin Delano Roosevelt (photobiography)*, and have them identify mood and theme within the pictures.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

<p>Modifications to Support Gifted and Talented Students</p>	<p>Modifications to Support English Language Learners</p>	<p>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p>
<ul style="list-style-type: none"> ● G & T students will read the novel, <i>Where the Red Fern Grows</i>, and identify its historical significance ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers 	<ul style="list-style-type: none"> ● ELL students will create a flowchart that shows the causes and effects of the Great Depression ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Students with IEPs will create a flowchart that shows the causes and effects of the Great Depression ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will

<p>during this time period</p> <ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<p>student with language difficulties</p> <ul style="list-style-type: none"> ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	<p>allow them to comprehend the material in a non-literacy setting</p> <ul style="list-style-type: none"> ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
---	--	---

GRADE: 11th Grade U.S. History II

Unit Name: Hitler and the Holocaust

Duration: 3-4 weeks

Enduring Understanding:

- The social implications of Adolf Hitler influenced the world for many generations

Essential Questions:

- Why did Hitler find widespread support among the German people?
- Why did the United States choose not to intervene sooner in European affairs?
- How does the Holocaust continue to impact today's society?

Topics Covered:

- Holocaust
- Kristallnacht
- Genocide
- Ghetto
- Concentration camps

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Mein Kampf* reading/assessment, *Auschwitz Documentary* reading/assessment, *Holocaust photographs* reading/assessment
- Secondary sources: *For Whom the Bell Tolls* reading/assessment, *On the Home Front: Growing Up in Wartime England* reading/assessment, *Journey to Topaz* reading/assessment

Summative:

- Unit test

Benchmarks:

- Hitler and the Holocaust benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Mock interview with a Holocaust survivor
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in helping Jews escape Nazi Germany

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.11.a--Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes.
- 6.1.12.A.11.b--Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
- 6.1.12.A.11.c--Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
- 6.1.12.A.11.d--Analyze the decision to use the atomic bomb and the consequences of doing so.
- 6.1.12.A.11.e--Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides
- 6.1.12.B.11.a--Explain the role that geography played in the development of military strategies and weaponry in World War II.
- 6.1.12.C.11.a--Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
- 6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.

- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: totalitarian, fascism, Nazism, Neutrality Acts, appeasement, non-aggression pact, blitzkrieg, Holocaust, genocide, ghetto, concentration camp

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will examine theme, tone, and imagery, in the novel, *Night*.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Students will read the novel <i>Night</i> and share their findings with the class ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on specific writers 	<ul style="list-style-type: none"> ● ELL students will find photographs from the Jewish ghettos and list adjectives that describe the pictures ● Allow for peer to peer collaboration within the classroom ● Assign an English 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students with IEPs will be given the opportunity to watch documentaries on the Holocaust and share their findings with the class ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers

<p>during this time period</p> <ul style="list-style-type: none">● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms within the unit of study	<p>speaking mentor to help student with language difficulties</p> <ul style="list-style-type: none">● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student
--	---	---

GRADE: 11th Grade U.S. History II

Unit Name: World War II and the United States

Duration: 3-4 weeks

Enduring Understanding:

- Identify the causes of World War II and explain the war's impact on the world

Essential Questions:

- Why was the world plunged into a second global conflict just two decades after World War I?
- How did World War II change the balance of world power?
- How did World War II change the global balance of power?

Topics Covered:

- Adolf Hitler
- Benito Mussolini
- Importance of Austria and Czechoslovakia
- Causes of World War II
- Battle of Britain
- Technology of World War II
- Attack on Pearl Harbor
- Holocaust
- Role of women in World War II
- Manhattan Project
- Harry Truman
- Hiroshima
- Nagasaki
- United Nations

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Fourteen Points Speech* reading/assessment, *Pearl Harbor Documentary* reading/assessment, *Battle of Britain Photographs* reading/assessment
- Secondary sources: *Pearl Harbor One Year Later* reading/assessment, *Causes of World War II* reading/assessment

Summative:

- Unit test

Benchmarks:

- World War II benchmark exam administered by all World History teachers upon completion of unit

Alternative:

- Student-created video presentation that focuses on the causes of World War II
- Research paper that examines the role of individual countries within World War II

Relevant Standards:**NJSLS--Social Studies**

- 6.2.12.B.4.b--Determine how geography impacted military strategies and major turning points during World War II.
- 6.2.12.B.4.d--Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
- 6.2.12.C.4.b--Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
- 6.2.12.C.4.c--Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.D.4.d--Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.D.4.f--Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
- 6.2.12.D.4.k--Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
- 6.2.12.A.5.a--Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
- 6.2.12.A.5.c--Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
- 6.2.12.A.6.d--Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: sanction, appeasement, pacifism, blitzkrieg, collaborator, kamikaze, containment, concentration camp, atomic bomb, genocide

Interdisciplinary Activities and Connections:

- Art History and Social Studies teachers will improve analysis skills through the use of World War II propoganda posters

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● Allow G & T students research one of the main causes to World War II and present findings to class	<ul style="list-style-type: none">● Use supplemental text (beginner World History book) to list the different countries that participated in World War II● Assign an English speaking mentor to help	<ul style="list-style-type: none">● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Students will be able to create a Google Slide presentation that examines the causes of World War II● Text to speech● Students will be provided with graphic organizers that compare and contrast the

<ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study ● Students will research and present their findings about the similarities and differences between the causes of World War I with that of World War I 	<p>student with language difficulties</p> <ul style="list-style-type: none"> ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Allow ELL students to define the vocabulary that is used within the unit on World War II ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● ELL students may be given the opportunity 	<p>causes of World War I with that of World War II</p> <ul style="list-style-type: none"> ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
---	--	--

	to present their projects to the teacher in their native language	
--	---	--

GRADE: 11th Grade U.S. History II

<p>Unit Name: Cold War and America Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The international and domestic tensions from the Cold War had a profound influence on America
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What were Stalin’s motives in supporting Communist governments in Eastern Europe? • How did Joseph McCarthy influence the Cold War Era in American history? • Identify the social, political, and economical implications of the Cold War.
<p>Topics Covered:</p> <ul style="list-style-type: none"> • United Nations • Iron Curtain • Cold War • Truman Doctrine • Marshall Plan • North Atlantic Treaty Organization (NATO) • Mao Zedong • HUAC • Hollywood Ten • Joseph McCarthy • McCarthyism • Central Intelligence Agency (CIA) • Space Race
<p>Assessments:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Observation of student responses during whole-group and small-group discussion • Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses • Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit

- Primary sources: *Letter to His Daughter* reading/assessment, *Farewell to Congress* reading/assessment, *Statement from the U-2 Incident* reading/assessment
- Secondary sources: *The Nuclear Age* reading/assessment, *American Lives: Douglas MacArthur* reading/assessment, *American Lives: Margaret Chase Smith* reading/assessment

Summative:

- Unit test

Benchmarks:

- World War II benchmark exam administered by all World History teachers upon completion of unit

Alternative:

- Student-created video presentation that focuses on the aftermath of the Cold War.
- Research paper that examines the role of individual countries within the Cold War.

Relevant Standards:**NJSLS--Social Studies**

- 6.1.12.A.12.a--Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.A.12.b--Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.A.12.c--Explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.B.12.a--Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
- 6.1.12.C.12.a--Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.C.12.b--Assess the impact of agricultural innovation on the world economy.
- 6.1.12.C.12.c--Analyze how scientific advancements impacted the national and global economies and daily life.
- 6.1.12.C.12.d--Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.D.12.a--Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
- 6.1.12.D.12.b--Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.D.12.c--Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
- 6.1.12.D.12.d--Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
- 6.1.12.D.12.e--Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: satellite nation, containment, Iron Curtain, blacklist, brinkmanship

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will examine the various literary themes in the two novels, *1984* (George Orwell) and *Fahrenheit 451* (Ray Bradbury).

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● G & T students will read <i>The Crucible</i> (Arthur Miller) and identify the similarities between this time period to that of	<ul style="list-style-type: none">● ELL students will complete a biography of Joseph McCarthy and present their findings to the class● Use supplemental text (beginner World History book) to list the different	<ul style="list-style-type: none">● Students with IEPs will watch the video <i>The Cold War Comes Home</i> and present how the U.S. political landscape changed during this time● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Students will be able to create a Google Slide presentation that examines the causes of the Cold War

<p>McCarthy America.</p> <ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<p>countries were impacted during the Cold War</p> <ul style="list-style-type: none"> ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Allow ELL students to define the vocabulary that is used within Cold War unit ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the 	<ul style="list-style-type: none"> ● Text to speech ● Students will be provided with graphic organizers that compare and contrast the causes of the Cold War ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
---	---	---

	<p>understanding of vocabulary within the unit</p> <ul style="list-style-type: none"> • ELL students may be given the opportunity to present their projects to the teacher in their native language 	
--	--	--

GRADE: 11th Grade U.S. History II

<p>Unit Name: 1960s-Present Day America Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The Vietnam War era helped shape America into a world power in the 21st century
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Are all Americans entitled to the same civil rights? • What are the risks of demanding rights? • Why might some people fight against equal rights?
<p>Topics Covered:</p> <ul style="list-style-type: none"> • Thurgood Marshall • Brown v. Board of Education • Rosa Parks • Martin Luther King Jr. • Civil Rights Act of 1964 • Voting Rights Act of 1965 • Malcolm X • Ho Chi Minh • Tonkin Gulf Resolution • Vietnam War • Tet Offensive • John F. Kennedy • Richard Nixon
<p>Assessments:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Observation of student responses during whole-group and small-group discussion

- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Crisis in Little Rock* reading/assessment, *I Have a Dream Speech* reading/assessment, *Civil Rights Song* reading/assessment
- Secondary sources: *Brown v. Board of Education: Equal Schooling for All* reading/assessment, *March on Washington* reading/assessment, *The Nation in Turmoil: Civil Rights and the Vietnam War* reading/assessment

Summative:

- Unit test

Benchmarks:

- 1960s to Present Day America benchmark exam administered by all World History teachers upon completion of unit

Alternative:

- Student-created video presentation that focuses on the positive achievements of the Civil Rights Era
- Research paper that examines the role of individual countries within the Vietnam War

Relevant Standards:**NJSLS--Social Studies**

- 6.1.12.A.12.a--Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.A.12.b--Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.A.12.c--Explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.B.12.a--Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
- 6.1.12.C.12.a--Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.C.12.b--Assess the impact of agricultural innovation on the world economy.
- 6.1.12.C.12.c--Analyze how scientific advancements impacted the national and global economies and daily life.
- 6.1.12.C.12.d--Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.D.12.a--Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
- 6.1.12.D.12.b--Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.D.12.c--Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
- 6.1.12.D.12.d--Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
- 6.1.12.D.12.e--Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: boycott, sit-in, freedom riders, de facto segregation, black power, Black Panthers, affirmative action, escalation, napalm, Agent Orange, draft, Free Speech Movement, Tet Offensive

Interdisciplinary Activities and Connections:

- Social Studies and ELA teachers will have students read *Fallen Angels* and discuss the various literary terms throughout the novel

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● G & T students will read <i>Goodbye Vietnam</i> and reenact a scene from the book.● Create Google Slide presentation on	<ul style="list-style-type: none">● ELL students will complete a biography of Ho Chi Minh and present their findings to the class● Use supplemental text (beginner World History book) to list the different	<ul style="list-style-type: none">● Students with IEPs will watch the <i>Vietnam War</i> documentary and present their findings to the class● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Students will be able to create a Google Slide presentation that examines the laws passed during the Civil Rights Era

<p>pertinent topics from within the unit</p> <ul style="list-style-type: none"> ● Allow G & T students to identify and define higher level terms within the unit of study 	<p>countries were impacted during the Civil Rights Era</p> <ul style="list-style-type: none"> ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Allow ELL students to define the vocabulary that is used within the Civil Rights unit ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native 	<ul style="list-style-type: none"> ● Text to speech ● Students will be provided with graphic organizers that compare and contrast the causes of the Vietnam War ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
--	---	--

	<p>dictionary to help with the understanding of vocabulary within the unit</p> <ul style="list-style-type: none">• ELL students may be given the opportunity to present their projects to the teacher in their native language	
--	--	--

- 9th-12th grade banded Curriculum through State of New Jersey Commission on Holocaust
- https://nj.gov/education/holocaust/downloads/curriculum/holocaust_and_genocide_file1.pdf
- https://nj.gov/education/holocaust/downloads/curriculum/holocaust_and_genocide_file2.pdf