

Unit 1: Progressive Era

Content Area: **Social Studies**
Course(s): **US HISTORY II**
Time Period: **Marking Period 1**
Length: **3-4 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
SOC.6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
SOC.6.1.12.CivicsDP.6.b	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.
SOC.6.1.12.EconEM.6.a	Determine how supply and demand influenced price and output during the Industrial Revolution.
SOC.6.1.12.EconNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
SOC.6.1.12.GeoHE.6.a	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.
SOC.6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
SOC.6.1.12.HistoryCC.6.a	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e., Paterson Silk Strike) and the United States during this period.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

Transfer Goals

Students will be able to independently use their learning to understand that individuals during the Progressive Era worked to improve the lives of the most unfortunate Americans by putting pressure on the government to pass social legislation so that in the long run, they will be able to understand what they can do as responsible US citizens to improve the efficiency and increase the accountability on our government.

Concepts

Essential Questions

- What are the core beliefs of a Progressive?
- What are the unintended consequences of progress?
- What drives people to organize and work for change in their society & government?
- What methods can be used to create change in society and which are most/least effective?

Understandings

Students will understand that...

- An informed and organized citizenry creates a democracy where government is more responsive to its people.
- Progressive reform movements promoted government efforts to address the problems created by rapid

industrialization, immigration, and unfair treatment of women, children, and minority groups.

- The shift from farms to factories led to poor working conditions and corrupt governments.
- Often these changes are a result of some sort of conflict (between different ethnic groups, poor vs. rich, corporations vs. avg. man) as well as recognition of a need for improvement. (Discrimination, conditions at work & in the home, etc.)
- The view of what government's role should be has changed over time and that disagreement about that role has always existed.
- There are many different reasons for people wanting and working for changes in their lives and their society.

Critical Knowledge and Skills

Knowledge

Students will know:

- The difference between liberal and conservative.
- The types of injustices that existed in America towards the end of the Industrial Revolution.
- How the Progressive reform movement affected people's lives and society as a whole in the changes made and laws passed as well as its influence on national politics.
- What factors led the Progressives to organize to work for change, what groups formed, and the different methods that they used.

Skills

Students will be able to:

- Analyze political cartoons and photographs .
- Analyze primary sources .
- Conduct research .
- Evaluate competing viewpoints .
- Make decisions in larger groups .

- Participate in class and small group discussions .
- Read and interpret maps, graphs, and charts .
- Take notes.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Alphabet Soup on Progressive Reforms
- Class Discussions
- Debate Carousel Questions
- Discussion Questions on the Triangle Shirtwaist Fire
- Exit Ticket Questions
- Graphic Organizer Checks
- Kahoot Reviews
- Muckraker Writing Activity
- Political Cartoon Analysis
- Progressive Webquest
- Review Guide Questions
- Suffrage jigsaw graphic organizer
- Unit Review Activity

School Summative Assessment Plan

- Government Responsibility Essay
- Multiple choice/Essay Test
- Progressive Era Museum Proposal Project

Primary Resources

- *The American Journey* Glencoe/McGraw-Hill textbook (RC)
- *United States History* Pearson Textbook (CP)

Supplementary Resources

- [Upton Sinclair background video \(RC\)](#)
- Political Cartoons on Suffrage
- Ida B Wells
- WEB Dubois v Booker T Washington
- Reading on Boss Tweed and Political Machines
- [The Jungle](#) excerpts (RC)
- [Triangle Factory Fire](#) video (RC)
- [Bad Romance Parody](#): Women's Suffrage (RC)
- [Political Machines](#) video (RC)
- [Teddy Roosevelt](#) Video on Conservation (RC)
- Scenes from “Fast Food Nation”
- Scenes from “Iron Jawed Angels”
- PBS Reading “The Jungle Turns 100”
- The Jungle Excerpts (CP)
- Ragtime Excerpts (CP)
- Comparison readings on the Jungle & How the Other Half Lives (CP/ICS)

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

• Google Classroom, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips, Quizlet

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.
- ☐ Strategic groups and assigned topics to challenge identified students.
- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice for students that provides a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- ☐ Google Translate - All assignments will be created/translated in the student's native language.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- ☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

- ☐ Plan for common mistakes and plan for intervention.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ☐ Modified pacing of unit lessons to meet the needs of learners
- ☐ Individual learning styles will be taken into account when creating lesson activities.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE - Students will evaluate the effects of pollution on the environment (RC).

LANGUAGE ARTS- Students will read and comprehend The Jungle excerpts (RC)(CP). Students will write a four paragraph essay on the government's responsibility for the welfare of citizens (RC). Students will read excerpt from Ragtime (CP). Students will read and analyze primary sources (Boss Tweed, Steffens, Pullman Strike).

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will analyze political cartoons depicting events/issues of the Progressive Era / create their own. Students watch scenes from "Fast Food Nation" and "Iron-Jawed Angels."

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Students will read modern workplace accidents (Walmart Lock-in 2003, Imperial Food Fire 1991, Kader Industrial Fire 1993 and compare them to the Triangle Shirtwaist Fire. Bangladesh Fire just like Triangle Factory Fire. Students do a reading on lowering the voting age and a debate carousel. They T-Chart the pros and cons of lowering the voting age and then discuss the impact it would have upon elections.

Learning Plan / Pacing Guide

Time	CP	ICR	RC
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<p>Week 1</p>	<p>- Daily Do Now (Warm Up) Options: activate prior knowledge, make connections, or check for understanding on concept taught previously.</p> <p>- Intro to Progressivism:</p> <ul style="list-style-type: none"> • Comparison to today or other historical periods • Discuss role of government / people • Guided notes on defining Progressivism and areas of reform <p>-Workplace Reforms:</p> <ul style="list-style-type: none"> • The Jungle: Excerpts from book, Jigsaw activity of quotes, Book Publisher Activity • Triangle Shirtwaist Fire: Shirtwaist Video Activity w/ questions, Interactive Website Graphic Organizer • Guided Notes on legal changes <p>- Growth of Unions:</p> <ul style="list-style-type: none"> • Guided notes • Pullman Strike Primary Source Activity <p>- Exit Ticket Options (Wrap Up): Summarizing concepts taught, making connections to today, making predictions.</p>	<p>- Daily Do Now (Warm Up) Options: activate prior knowledge, make connections, or check for understanding on concept taught previously.</p> <p>- A Give one get one activity on problems in America today, then we will use them to compare those to the Progressive Era.</p> <p>- Introduce and Define Progressivism via guided notes. Students complete a graphic organizer identifying the reforms advanced by Progressives. Students then rank the reforms in order of importance</p> <p>-Improving Work Conditions:</p> <ul style="list-style-type: none"> • Reading Excerpt of the Jungle, underlying examples of awful working conditions • Jigsaw the meaning of various quotes • Segment of a Documentary on the Triangle Shirtwaist Fire, answering discussion questions • Guided Notes on legal changes <p>-Guided Notes on the Growth of Unions</p>	<p>-Daily 'Do Now' options: activate prior knowledge, make connections, or check for understanding on concept taught previously</p> <p>-Making Choices Immigration Decision-making activity</p> <p>-Push/Pull Factors card sort</p> <p>-Guided notes (fill in the blank) on immigration and challenges facing the cities.</p> <p>-Guided notes (fill in the blank) on progressivism and muckrakers.</p> <p>-Primary Source Carousel Activity on problems with cities, the workplace, the environment, politics, and society.</p> <p>-Daily exit ticket options: Summarizing concepts taught, making connections to today, making predictions</p>
<p>Week 2</p>	<p>-Daily Do Now (Warm Up) Options: activate prior knowledge, make connections, or check for understanding on concept taught previously.</p>	<p>-Daily Do Now (Warm Up) Options: activate prior knowledge, make connections, or check for understanding on concept taught previously.</p> <p>-Muckraker group activity</p>	<p>-Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on concept taught previously</p> <p>-Progressive Priorities</p>

	<p><u>Expanding Democracy</u></p> <p>-Political Machines / Corruption:</p> <ul style="list-style-type: none"> • Guided Notes on problems & reforms • Primary Sources - Boss Tweed, Lincoln Steffens <p>-Women's Suffrage:</p> <ul style="list-style-type: none"> • Analyze arguments for/against • Political Cartoons • Picture walk activity • Iron-jawed Angels Video clip • Notes on historical timeline and attempts to gain right to vote <p>-Political Impacts:</p> <ul style="list-style-type: none"> • Guided notes • Graphic organizer on presidents and legislative changes • Election of 1912 Campaign Posters <p>-Muckraker writing assignment-pretend to be a muckraker & identify a problem that needs to be addressed.</p>	<p>assignment</p> <p>-Muckraker writing assignment-pretend to be a muckraker & identify a problem that needs to be addressed.</p> <p>-Reading on Boss Tweed having students identify examples of corruption.</p> <p>-Students do a reading on lowering the voting age and a debate carousel. They T-Chart the pros and cons of lowering the voting age.</p> <p>-Picture walk activity where students analyze political cartoons that demonstrate the reasons why people opposed women's suffrage.</p> <p>-Election of 1912 campaign poster activity.</p> <p>-Guided notes/Graphic Organizer on the Presidencies of T. Roosevelt, W.H. Taft, and Woodrow Wilson.</p>	<p>ranking activity</p> <p>-Guided notes (fill in the blank) on Upton Sinclair and The Jungle</p> <p>-The Jungle excerpt Reading and note-taking activity</p> <p>-Triangle Factory Fire video and graphic organizer</p> <p>-Guided notes (fill in the blank) on unions</p> <p>-Alphabet Soup on Unions</p> <p>-Exit Ticket Options: Summarizing concepts taught, making connections to today, making predictions</p>
<p>Week 3</p>	<p>-Struggle Against Discrimination - Booker T. Washington vs. W.E.B. DuBois Comparison, Notes on Niagra Movement, NAACP formation, Discrimination face by Mexican, Native, Asian, and Jewish Americans and their response to it</p> <p>-Study guide on Progressive Unit</p>	<p>-Struggle Against Discrimination</p> <p>- Booker T. Washington vs. W.E.B. DuBois Comparison, Notes on Niagra Movement, NAACP formation, Discrimination face by Mexican, Native, Asian, and Jewish Americans and their response to</p>	<p>-Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on concept taught previously</p> <p>-Guided notes (fill in the</p>

	<p>-Review to prepare for test with an activity and also straight review.</p> <p>-Unit test</p>	<p>it</p> <p>-Study guide on Progressive Unit</p> <p>-Review to prepare for test with an activity and also straight review. & kahoot review game</p> <p>-Unit test</p>	<p>blank) on Women's Suffrage Movement-pre-teach vocabulary (temperance, prohibition, suffrage)</p> <p>-Arguments for and against women's suffrage Smart Notebook sort Women's Suffrage Movement political cartoon picture walk analyzing the arguments</p> <p>-Progressive Era quiz</p> <p>-The American Journey textbook jigsaw reading activity (pages 622-627) on groups excluded from the Progressive Movement- pre-teach vocabulary (prejudice and discrimination)</p> <p>-Government Responsibility debate carousel</p> <p>-"Government Responsibility" four paragraph essay (focus on steps of the writing process/utilize debate carousel from previous week)</p> <p>-Exit Ticket Options: Summarizing concepts taught, making connections to today, making predictions</p>
Week 4			<p>-Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on concept taught previously</p>

			<p>-Finish "Government Responsibility" essay</p> <p>-Guided notes (fill in the blank) on addressing government corruption- pre-teach vocabulary (referendum, secret ballot, direct primary, direct election of senators)</p> <p>-Venn diagram analyzing the presidencies of Roosevelt, Taft, and Wilson</p> <p>-Progressive Era Study Guide</p> <p>-Progressive Era Review Activities</p> <p>-Progressive Era Unit Test</p> <p>-Exit Ticket Options: Summarizing concepts taught, making connections to today, making predictions</p>
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Unit 2 : Emerging World Powers (WWI Included)

Content Area: **Social Studies**
Course(s): **US HISTORY II**
Time Period: **Marking Period 1**
Length: **4-5 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.CivicsDP.7.a	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).
SOC.6.1.12.EconGE.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.HistoryCC.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.
SOC.6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
SOC.6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
SOC.6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
SOC.6.1.12.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian

regime (e.g., North Korea, Venezuela, Syria, China, Iran).

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Transfer Goals

Students will be able to independently use their learning about the emergence of the United States as a world power in the late 19th early 20th century in order to better understand and evaluate US involvement/ domination in world affairs today.

Concepts

Essential Questions

- Does a dominant, successful nation also have an obligation to help/protect weaker nations and people?
- How are wars won (and lost)?
- How do nations come into conflict?
- How is the media manipulated to support political and economic motives?
- What are the economic, social, and political impacts of war?
- What issues leads to our American involvement in foreign affairs? What factors determine whether or not our nation will go to war?
- When is America exerting its power and influence justified?

Understandings

Students will understand that...

- An American victory in the Spanish-American War confirmed the nation's status as a world power and brought to America the obligation to govern newly acquired territories.
- An expanding market for international trade promoted policies that resulted in America emerging as a world power.
- Exerting power and influence, whether it is through war or economic means, is always controversial.
- Our role as a world power has led to criticism that America is imperialistic.
- The US used imperialistic policies to become a more competitive economic world power. This created a conflict between Americans who favored expansionism and those who favored isolationism.
- Today, American economic and military policies and practices across the world have caused many to wonder if the country is once again functioning as an imperialist nation.
- US involvement in WWI established the nation as a major player in world events and that grievances in peace agreements can lead to later conflicts.
- The media is manipulated to achieve political and economic goals.
- There is a difference between "spreading democracy" and "economic motives" when evaluating our role as a world power.

Critical Knowledge and Skills

Knowledge

Students will know:

Essential Vocabulary:

Spanish American War, Hawaii Annexation, Philippine Insurrection, Platt Amendment, Anti-Imperialists, Imperialists, Panama Canal, Roosevelt Corollary, China's Open Door Policy, Yellow Journalism, Alliances, Trench Warfare, Unrestricted submarine warfare, Zimmerman Telegram, Propaganda, Sedition Act, Treaty of Versailles, Armistice, Militarism, Nationalism.

- How this change in foreign policy was implemented in the actions taken by the US in Hawaii, Latin America, Asia, and in the Spanish-American War and the results of US influence & actions in these areas.
- The reasons for the start of WWI and how the US became involved.
- The role that the US played in WWI and the effects on the American people at home and abroad .

- What factors led the US to develop a more imperialistic foreign policy and the different arguments for & against this change.
- Expansion in international trade led to an increased risk of conflict.
- The goals and justifications of U.S. expansion at the turn of the Century.
- The importance of the building of the Panama Canal.
- The new technology involved in the war and how it impacted the number of casualties.
- The reasons the USA emerged as a world power at the turn of the century and how they used this new status.

Skills

Students will be able to:

- Analyze political cartoons and photographs .
- Analyze the US situation at the onset of the Spanish-America War, set goals for the US in the war, create an action plan to achieve those goals, predict possible outcomes, and compare their plan to what actually happened.
- Describe the events that led to U. S. involvement in WW1 .
- Evaluate the current US situation/FP and determine whether the US classifies as an Empire in today's world.
- Examine and evaluate the actions taken by US in Hawaii, Spanish-American War, and other situations as it began to implement this policy change.
- Explain how the war developed in Europe before the U.S. entered the War including the causes, conditions, technology .
- Explain how peace was achieved after the fighting had stopped and analyze the reasons for the U.S. support/lack of support for the Treaty of Versailles .
- Identify different arguments for & against US Imperialism & create political cartoons representing different points of view .
- Make decisions in groups.
- Participate in class and small group discussions .
- Read and evaluate primary sources.
- Read and interpret maps, charts, and graphs .
- Take notes

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- 14 Point Plan Comparison Organizer
- Class Discussions
- Do Nows
- Exit Tickets
- Expansion Quiz
- Graphic Organizers
- Harlem Hell Fighters
- Jigsaw Activity on American Expansion into the Pacific
- Letter to Jeannette Rankin
- No Man's Land Video Questions
- Panama Canal Questions
- Persuasive Essay on Imperialism
- Poster Sort
- Red Summer
- Review Game Activity
- Review Guide
- Shell Shocked Questions
- Tulsa
- Viewpoints Activity on the Desires of Nations at the Paris Peace Conference

School Summative Assessment Plan

- Summative Unit Test

Primary Resources

- The American Journey Glencoe/McGraw-Hill textbook (RC)
- United States History Pearson Textbook (CP)

Supplementary Resources

- History Channel video "The Christmas Truce"
- Homefront primary source images
- [Panama Canal and Modern Marvels, the Building of the Canal](#) (RC) (ICR)
- [Assassination of Archduke Franz Ferdinand](#) (RC) (ICR)
- [Nations involvement in WWI](#) video clip (RC)
- [Trench Warfare](#) video clip (CP/RC)
- [This Century America's Time Shell Shocked](#) Video (CP) (RC) (ICR)
- Imperialism political cartoons (CP/ICR/RC)
- WWI propaganda posters (CP/ICR/RC)
- Report card on weapons and technology

Technology Integration and Differentiated Instruction

Technology Integration

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- ☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

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- ☐ Individual learning styles will be taken into account when creating lesson activities.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE - Students will be exposed to the engineering feats in the building of the Panama Canal.

SOCIAL STUDIES -

LANGUAGE ARTS-Students will compose a persuasive essay supporting or refuting imperialism. Students will read primary source excerpts from Wilson's 14 Points and the Treaty of Versailles.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will view and analyze political cartoons and propaganda posters related to imperialism and WWI.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Students will analyze the pros and cons of international alliances both in history and today.

Learning Plan / Pacing Guide

Time**CP****ICR**

- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on concept taught previously.

Topic: Reasons for American Expansion and its potential problems.

- Intro to Imperialism

- What is imperialism? Connect to World History
- When is US exerting power justified? Discussion - connect to today
- Primary Source Carousel: Imperialists vs. Anti-Imperialists Cartoons, students identifying stances.
- Guided Notes - early historical expansion (ie. Alaska)

-Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on concept taught previously.

- Guided Notes explaining why nations have looked to expand (Fill in the blank/Cornell Format)

Week 1

- Yellow Journalism Activity: Graphic organizer of past / present examples of YJ using interactive website

-Primary Source Carousel: Imperialists vs. Anti-Imperialists Cartoons, students identifying stances.

- Spanish-American War

- Who sunk the Maine? Primary source activity - evaluating differing viewpoints on event - make connection between Yellow Journalism & US entry into war with Spain
- Guided notes - steps towards, events during, and post-war impacts of Sp-Am War

-Jigsaw Activity on the Justifications of Expansion, students read and research become experts, and teach other group on expansion into the Pacific.

-Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions.

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TOPIC: Spanish American War and the Panama Canal

- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on concept taught previously.

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Week 2

- Guided Notes (Fill in the blank) for other foreign entanglements in Latin America & the Pacific (Hawaii)

- Guided Notes (Fill in the blank/Cornell

- Creating Political Cartoon - Student choose specific events (or for/against imperialism) to depict

Format)

- Kahoot or Plickers review

- Presidential Diplomacy

- Roosevelt Corollary activity (w/ primary sources)
- Panama Canal (Video clips)

-Modern Marvels Video with Discussion Questions regarding America's role in the world.

- Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions.

-Essay on American Imperialism: Students develop outlines and essays regarding America's justification for expansion.

- Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions.

-Annexation of Hawaii primary source documents with graphic organizer

- Daily Do Now Options: Activate prior knowledge, make connections, or check for understandings on concept taught previously.

TOPIC: Causes of World War I and the War at Home

- Guided Notes (Fill in the Blank) Cornell Format
Completed notes for classified students

-Daily Do Now Options: Activate prior knowledge, make connections, or check for understandings on concept taught previously.

- WWI Background / Review

-Label a map of Europe for WWI

Week 3

- Photo Analysis on the causes of World War I. Students identify the causes of the war being described in the poster.
- Graphic Organizer (MANIA) on the causes and sparks of the war.

-Guided Notes (Fill in the blank/Cornell Format)

- US Entry - Neutrality vs. War

-Photo Analysis on the causes of World War I. Students identify the causes of the war being described in the poster.

- Primary & Secondary source analysis (Wilson Dec. of Neutrality & War comparison)

-Photo analysis of propaganda on the

	<ul style="list-style-type: none"> • Guided Notes on Course of War / End 	Homefront
	<ul style="list-style-type: none"> - Homefront <ul style="list-style-type: none"> • Guided notes - changes at home during war • Effects at home reading • African Americans/Women's experience during war • WWI Propaganda Poster analysis / categorization 	<ul style="list-style-type: none"> -Response letter to Jeanette Rankin re: her opposition to WWI -Graphic Organizer (MANIA) on the causes and sparks of the war. -Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions.
	<ul style="list-style-type: none"> - Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions 	
		<p>TOPIC: Technologies of the War and America's Impact on the War</p>
	<ul style="list-style-type: none"> - Daily Do Now Options: Activate prior knowledge, make connections, or check for understanding on concept taught previously. 	<ul style="list-style-type: none"> -Daily Do Now Options: Activate prior knowledge, make connections, or check for understanding on concept taught previously.
	<ul style="list-style-type: none"> - Creating the Peace <ul style="list-style-type: none"> • 14 Points vs. Treaty - compare/contrast, evaluate similarities / differences using graphic organizer with reflection questions • Guided notes on impacts of treaty long-term (changed map of Europe & ME, economic/social impacts on Germany) 	<ul style="list-style-type: none"> - Guided Notes (Fill in the blank/Cornell Format) <ul style="list-style-type: none"> • Completed notes for classified students - Pair and Share on the Costs of the War, financial and life.
Week 4	<ul style="list-style-type: none"> - Review for Test <ul style="list-style-type: none"> • Study guide on Imperialism & WWI Unit • Review to prepare for test with an activity and also straight review. • Unit test 	<ul style="list-style-type: none"> -Propaganda Poster Sort In America: Students analyze the intentions of various America -Condition of Trenches primary source document activity -Exit Ticket Options: Summarizing concepts taught, making connections to

today, and making predictions.

TOPIC: End of the War and the Treaty of Versailles

-Daily Do Now Options: Activate prior knowledge, make connections, or check for understanding on concept taught previously.

-Guided Notes (Fill in the blank/Cornell Format)

-Viewpoints Activity on the Treaty of Versailles, identifying quotes with particular nations.

- Prediction Activity: Students identify the potential problems of the terms of the Treaty.

-Exit Ticket Options: Summarizing concepts taught, making connections, or check for understanding on concept taught previously.

- TEST ON EXPANSION AND WORLD WAR I

Week 5

Unit 3: The Roaring Twenties

Content Area: **Social Studies**
Course(s): **US HISTORY II**
Time Period: **Marking Period 1**
Length: **2-4 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
SOC.6.1.12.EconET.8.a	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.
SOC.6.1.12.EconNE.8.a	Analyze the push-pull factors that led to the Great Migration.
SOC.6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
SOC.6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
SOC.6.1.12.HistoryCC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
SOC.6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g.,

	1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to learn that the “roaring” twenties were a time of great change and progress, but also an era of social & cultural tensions and conflict so that in the long run, they will be able to understand that changes inevitably lead to conflict about the meaning or value of those changes.

Concepts

Essential Questions

- As minority groups gain acceptance, how do they express their identities?
- Can the government effectively legislate morality?
- How does a booming economy lead to changes in the American way of life?
- How is culture impacted by technological and social changes?
- Were the roaring 20’s a decade of progress or decline? Explain.
- What happens when cultures and generations clash?

Understandings

- A society can be moving forward and progressing in some areas while declining or regressing in other areas.
- Societal change often leads to conflict between conservative and liberal ways of thinking.
- The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.
- Whether you view times as “good” or “bad” depends a lot on where you are (perspective)

Critical Knowledge and Skills

Knowledge

Students will know:

- How cultural developments helped to create a “mass shared culture” within the United States.
- How the economy changed and grew in reaction to new products (particularly the automobile), the stock market, and how these new items impacted the lives of Americans.
- Several examples of the social & cultural tensions of the era, particularly relating to immigration, race relations, Prohibition, and traditionalism vs. modernism.
- The political developments both at home and abroad during the Harding & Coolidge Administrations as well as the results of the 1928 election.
- The ways in which African Americans expressed their viewpoints and culture during the 1920s.

Essential Vocabulary:

Assembly line, mass production, scientific management, installment buying/credit, buying on margin, bull market, Warren Harding, Calvin Coolidge, Teapot Dome Scandal, Kellogg-Briand Pact, Dawes Plan, modernism, fundamentalism, Scopes Trial, quota system, KKK, Prohibition/18th Am, Volstead Act, bootlegger, speakeasy, flapper, Lost Generation, “talkies,” Jazz, Black Consciousness, Harle

Skills

Students will be able to:

- How cultural developments helped to create a “mass shared culture” within the United States.
- How the economy changed and grew in reaction to new products (particularly the automobile), the stock market, and how these new items impacted the lives of Americans.
- Several examples of the social & cultural tensions of the era, particularly relating to immigration, race relations, Prohibition, and traditionalism vs. modernism.
- The political developments both at home and abroad during the Harding & Coolidge Administrations as well as the results of the 1928 election.

- The ways in which African Americans expressed their viewpoints and culture during the 1920s.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Red Summer and Tulsa

- 1920's Slang Letter
- Class Discussions
- Comprehension questions
- Do Nows
- Exit Tickets
- Four Corners DI Activity on Immigration
- Graphic Organizers
- It's A Mystery Activity on the Race Riots of Chicago
- Jazz Age Video Questions
- Palmer Raids Analysis Activity
- Political cartoon analysis
- Prohibition Webquest
- Quiz
- Review Guides
- Scopes Trial Modern v Traditional Analysis

School Summative Assessment Plan

- 1920's Newspaper Decade in Review
- Board game project
- End of Unit Assessment/Quiz

Primary Resources

- The American Journey Glencoe/McGraw-Hill textbook (RC)
- United States History-Pearson textbook (CP)

Supplementary Resources

- Intro to Communism reading
- Prohibition infographic on alcohol consumption in the 1920s
- Prohibition video clip
- Red Scare political cartoons
- Red Scare video clip
- Roaring 1920s powerpoint on music, dance, radio, games & fashion
- The Century, America's Time: Boom To Bust video
- The Decision to Restrict Immigration reading

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- Computer Simulation for 1920s and Stock Market
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

• Google Classroom, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.
- ☐ Strategic groups and assigned topics to challenge identified students.
- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice for students that provides a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- ☐ Google Translate - All assignments will be created/translated in the student's native language.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- ☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- ☐ Plan for common mistakes and plan for intervention.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ☐ Modified pacing of unit lessons to meet the needs of learners.
- ☐ Individual learning styles will be taken into account when creating lesson activities.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Prohibition infographic-students will look at alcohol statistics in relation to the rise of organized crime

SCIENCE -

LANGUAGE ARTS - Students will read and comprehend excerpts on immigration and communism. Students will analyze primary sources (Scopes Trial, Harlem Renaissance poetry, arguments for & against Prohibition, political cartoons, advertisements from 20's)

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will view and analyze political cartoons related to the Red Scare.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION - Students will understand terms related to the Stock Market such as bear, bull, shares, dividends, etc.

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Time	CP	ICR	RC
Week 1	- Daily Do Now Options: activate prior knowledge, make connections, or	-Daily Do Now Options: activate prior knowledge, make connections, or	-Daily 'Do Now' options: activate prior knowledge, make connections, or check for understanding on

check for understanding on previously taught concept.	check for understanding on previously taught concept.	concept taught previously
- Immigration/Red Scare		-Four corners DI activity about immigration (opinions) and discussion
<ul style="list-style-type: none"> • Guided notes / discussion - Reasons for Red Scare, KKK • Palmer Raids Group Activity Analysis • “Fear on Trial” Sacco & Vanzetti Reading 	<ul style="list-style-type: none"> -Guided Notes (Fill in the blank/Cornell Format) -Four Corners DI activity about immigration and discussion 	<ul style="list-style-type: none"> -Reading on “The Decision to Restrict Immigration” in the early 1920s and complete guided questions.
- Social Changes		
<ul style="list-style-type: none"> • Economic Changes - advertising, credit, consumerism, • Temperance / Prohibition Guided notes w/ primary source analysis • Cultural Changes - car, fashion, jazz, leisure time • Traditional vs. Modern - Scopes Trial document activity • Optional: Newspaper Project that encompasses all above topic 	<ul style="list-style-type: none"> -Political Cartoons, analyzing using a graphic organizer, reveal fears Americans had towards communism and other radical ideas. -Video On Sacco and Vanzetti, discussion questions. -Evidence silent conversation discussion -Writing Activity: Opinion and persuasive argument on the innocence or guilt of Sacco and Vanzetti. -Harlem Renaissance art gallery walk and graphic organizer 	<ul style="list-style-type: none"> - Intro to Communism read-pair-share -Guided notes (fill in blank), discussion and related activities on the USA postwar- postwar trends, racial tension, and immigration quotas. -Guided notes (fill in blank), discussion and related activities on Red Scare, Palmer Raids, Sacco and Vanzetti, and labor unrest -Focus on Red Scare by viewing and analyzing Political Cartoons (graphic organizer).
	-Quiz on 1920s unit	-Unit quiz

			<ul style="list-style-type: none"> -Daily exit ticket to assess understanding of new information -Daily 'Do Now' options: activate prior knowledge, make connections, or check for understanding on concept taught previously
	<ul style="list-style-type: none"> - Harlem Renaissance <ul style="list-style-type: none"> • Guided notes on changes • Gallery Walk / Listen to Jazz • Analysis Photos, literature (Hughes poems) from time period • Black WallStreet Clip, Tulsa Race Riot NY Times activity 	<ul style="list-style-type: none"> - Guided notes (fill in blank), discussion, and related activities on the growth of the KKK during the 1920s. -Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept. - Define prohibition and complete webquest. 	
Week 2	<ul style="list-style-type: none"> - Graphic Organizer on the conservative Presidents of the Decade. - Boom to Bust Video: America's Century Video on the Jazz Age with Discussion questions - Kahoot Review on the decade - Quiz on the decade 	<ul style="list-style-type: none"> -Guided Notes (Fill in the blank/Cornell Format) -Graphic Organizer comparing the culture of the 20s to the culture of today. -Video clips on the cultural aspects of the decade. 	<ul style="list-style-type: none"> -Guided notes (fill in blank), discussion, and related activities on bootlegging, rum-running, and speakeasies -"From the Way I See it" DI activity differentiating between specific people/groups that would have/not have supported prohibition. -Guided notes (fill in blank), discussion, and related activities on the Jazz Age and Harlem Renaissance. -Daily exit ticket to assess

Week 3

understanding of new information

-Daily Do Now Options:
activate prior knowledge,
make connections, or
check for understanding
on previously taught
concept.

-Daily 'Do Now' options:
activate prior knowledge,
make connections, or check
for understanding on
concept taught previously

-Guided Notes (Fill in the
blank/Cornell Format)

-1920s Slang Letter
(Teenage life/culture)-
focus on writing process,
provide terms, and internet
resources

-Boom to Bust Video:
America's Century Video
on the Jazz Age with
Discussion questions

-Boom to Bust video and
questions

-It's a Mystery large
group activity Reason for
Race Riots in Chicago

-Kahoot Review on the
decade

-Guided notes (fill in
blank), discussion and
related activities on the
economy.

-Graphic Organizer on
the conservative
Presidents of the Decade.

-Daily exit ticket to assess
understanding of new
information

-Quiz on the decade

-Unit study guide

Week 4

-Boardgame Project:
Students create a
boardgame with a 1920s
theme.

-Unit review activities

-The Roaring Twenties
unit test

Unit 4: Great Depression & New Deal

Content Area: **Social Studies**
Course(s): **US HISTORY II**
Time Period: **Marking Period 2**
Length: **3-4 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
SOC.6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
SOC.6.1.12.EconNE.9.a	Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
SOC.6.1.12.EconNE.9.b	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
SOC.6.1.12.EconNE.9.c	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
SOC.6.1.12.EconNE.9.d	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
SOC.6.1.12.EconNE.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
SOC.6.1.12.EconNE.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
SOC.6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

SOC.6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
SOC.6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
SOC.6.1.12.HistoryCC.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
SOC.6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
SOC.6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
SOC.6.1.12.HistoryCA.10.b	Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
SOC.6.1.12.HistoryCA.10.c	Analyze how other nations responded to the Great Depression.

Key Skills & Life Literacies

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to analyze the effectiveness of New Deal programs that resulted from the Great Depression, so that in the long run, students will understand that the role of government during difficult economic times can have positive and negative effects on society to help students evaluate future legislation.

Concepts

Essential Questions

- Are economic downturns predictable?
- How did the economical, social and political events of the 1920s lead to the Depression in the 1930s?
- How do economic changes impact society?
- How do people respond to adversity and crisis, particularly economic problems?
- How effective was the New Deal at addressing the problems of the Great Depression?
- What is the role of government during an economic crisis?

Understandings

Students will understand that . . .

- A person's economic status may affect their political, social, and economic priorities.
- Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.
- During times of crisis, people's view on the role and power government should have often changes.
- Past economic and political decisions can have major impacts on future generations.
- The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.
- Economic crises many times follow periods of economic growth and expansion.

Critical Knowledge and Skills

Knowledge

Students will know:

- How different groups reacted to the major changes in the ND, both in support of and in opposition to them.

- The ND programs that attempted to address relief, reform, and recovery and how effective they were in achieving their goals.
- The causes of the Stock Market Crash and the reasons for the economic collapse that turned into the GD including how the government initially reacted.
- The differences views of Hoover and FDR on how to deal with the GD and how this affected the results of the 1932 Presidential election.
- The ways in which people's everyday lives were affected by the GD and how people worked to survive.

Essential Vocabulary:

Hoover, speculation, buying on margin, Black Tuesday, business cycle, bread line, Hoovervilles, tenant farmers, Dust Bowl, RFC, Bonus Army, FDR, Eleanor Roosevelt, New Deal, Fireside chat, FDIC, CCC, NRA, PWA, Coughlin, Long, 1st ND, 2nd ND, WPA, SSA, Wagner Act, FLSA, collective bargaining, AFL-CIO, sit-down strikes, court-packing plan, Roosevelt Recession, ND Coalition, Welfare state

Skills

Students will be able to:

- Analyze primary sources.
- Create a PSA based on the effects of the GD on Americans' lives and on how people attempted to survive the GD.
- Discuss the many different views of the ND and express their own political views.
- Evaluate the different causes for the SMC and the GD and decide whether there was anything that could have been done to avoid a complete economic collapse
- Evaluate the overall effectiveness of the ND (as well as the effectiveness of individual programs) in ending the GD and discuss the ND's long-term impacts
- Explain and categorize the major programs of the ND according to what each was trying to accomplish.
- Take Notes

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Charting New Deal Programs
- Class Discussions
- Creative Writing Assignment

- Depression Alpha Boxes
- Do Nows
- Exit Tickets
- Great Depression Google Slide Presentation
- Great Depression RAFT
- Kahoot Review
- Letter Writing to Eleanor Roosevelt
- Lit Circle on a Girl's Experience Going To A Food Bank During the Depression
- Review Guides
- Stock Market Vocab Primer
- Surviving the Dust Bowl Questions

School Summative Assessment Plan

- Great Depression Scrapbook
- Great Depression/New Deal Test

Primary Resources

- The American Journey Glencoe/McGraw-Hill textbook (RC)
- United States History Pearson Textbook (CP)

Supplementary Resources

- America in the 20th Century The Great Depression video
- Cinderella Man movie
- Comparison activity on El Chapo vs. 1930s outlaws
- Music from Era - "Brother, Can You Spare a Dime?" (Crosby), "Dust Storm Disaster" (Guthrie)
- President video on Hoover & FDR
- Primary Sources - FDR "Fireside Chats", FDR Inaugural Speech, New Deal Propaganda/Photographs, Riding the Rails Interviews
- Surviving the Dust Bowl video (Part 1: https://www.youtube.com/watch?v=cNuskt7Q_y8) (Part 2: <https://www.youtube.com/watch?v=agJMhsRrv5g>)
- "Growing up during the Great Depression" textbook reading

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

• Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.
- ☐ Strategic groups and assigned topics to challenge identified students.
- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice for students that provides a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.

- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- ☐ Google Translate - All assignments will be created/translated in the student's native language.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- ☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- ☐ Plan for common mistakes and plan for intervention.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ☐ Modified pacing of unit lessons to meet the needs of learners.
- ☐ Individual learning styles will be taken into account when creating lesson activities.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Great Depression meal planning activity using Shoprite ad; calculate 7 days of meals with only \$50

SCIENCE - Students will understand the effects that the Dust Bowl had on the environment and farming.

LANGUAGE ARTS-”Cruellest Years” reading that describes people’s personal experiences during the Great Depression. Students will read “Growing up during the Great Depression” and answer comprehension questions. Students will compose a creative writing response in preparation for the Great Depression.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will view and analyze primary source photos. Students will listen to and analyze lyrics of songs from the time period as well as scenes from films from the 1930s and 1940s. Woody Guthrie.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION - Students will understand how global patterns in the economy can affect trade and commerce around the world.

GLOBAL AWARENESS - Show how this was a global depression as we connect to the upcoming years of fascism/.

Learning Plan / Pacing Guide

Time	CP	ICR
Week 1	- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.	-Daily Do Now Options: understanding on conce
	- 20's Economy / Stock Market	Topic: The Stock Market Crash and the Early Years of the Great Depression
	<ul style="list-style-type: none"> • Guided Notes background • SM Vocab Intro Activity w/ video • Graphic Organizer - Ripple Effect on economy as whole • GD Economic Statistics Analysis 	-Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept. -Alphaboxes DI activity -Creative writing assignr It is the summer of 193: school in May. The natio Unemployment is nearly home because they canr for you to go out on you job, and no place to live
	- Great Depression Early Years	-Guided notes (Fill in the Blank/Cornell Format)
	<ul style="list-style-type: none"> • Guided Notes / Graphic Organizer • Effects & Surviving RAFT - including effects on families, African Americans, etc. 	-Alphaboxes DI Activity -Guided notes (fill in bla what caused it, how it a -Creative Writing Assignment: Students identify develop budgets

	<ul style="list-style-type: none"> • "Brother Can You Spare a Dime?" / Photo Analysis • Comparison to 2008 Recession 	and priorities with limited resources similar to those during the Depression.	-View America in the 20s viewing/answer video qs
	- Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions	-Exit Ticket Questions	- "Growing up during the Depression"
		-Lit Circle: Reading and discussion on one girl's memory of her family going to a food bank.	-Create a Great Depression Project 1. Choose topic 2. Complete brainstorm/brainstorming 3. Create 5 slide presentation
		-Meal planning activity using a Shoprite ad. Planning 7 days worth of meals(breakfast, lunch & dinner) with only \$50	Possible topics to choose from: *Hoovervilles *Hoover vs. Roosevelt *Migrant Workers *Fireside chats *Dust Bowl *Unemployment *Bank Failures
		-Six word challenge on the Stock Market Crash	Give guiding questions to students Review rubric
	- Dust Bowl		-Daily exit ticket to assess understanding -Daily Do Now Options: understanding on concept
Week 2	<ul style="list-style-type: none"> • Woody Guthrie Song Analysis • DB Reading w/ questions • DB Video w/ discussion Qs 	TOPIC: Events of the Great Depression	-Finish Google Slide presentation
	- Intro New Deal	-Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.	-Show clips of "Surviving the Depression" causes of the Dust Bowl
	<ul style="list-style-type: none"> • "It's your Deal" Activity - 		

	choose from options to deal with problems of GD - chart liberals vs. conservatives		<ul style="list-style-type: none"> Part 1: https://v Part 2: https://v
	<ul style="list-style-type: none"> Election of 1932 Candidate Comparison (graphic organizer) Cartoon History Intro to New Deal 	<ul style="list-style-type: none"> -Guided notes (Fill in the Blank/Cornell Format) -Students use primary sources, songs, poems, and pictures, to answer questions about the Dust Bowl. 	<ul style="list-style-type: none"> - Guided notes (fill in bla -Kahoot review of Great
- New Deal	<ul style="list-style-type: none"> Guides notes on programs Grapes of Wrath video clip Photo / Program Analysis - identifying programs and effects 	<ul style="list-style-type: none"> -Students will develop a Google Slides Presentation on various topics of the Great Depression: Included, Hoovervilles, Hoover vs. Roosevelt: Hobos Riding the Rails, Dust Bowl, Fireside Chats -Surviving the Dust Bowl video and discussion questions. 	<ul style="list-style-type: none"> -Daily exit ticket to asse
		Great Depression picture analysis and writing assignment	
		-Roosevelt primary source letters from children of the GD, write a response from E. Roosevelt back to the child	
- Finish New Deal	<ul style="list-style-type: none"> Limits / Critics of ND Guided notes/graphic org. - treatment of women, African-Americans within programs Long-term Legacies of ND - Connections to Great Society, programs still in existence, and long-term impacts 	<ul style="list-style-type: none"> -Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept. -Guided notes (Fill in the Blank/Cornell Format) 	<ul style="list-style-type: none"> -Daily Do Now check for unde -Guided notes (fill in bla -Students will complete New Deal program name program falls under (bar
Week 3			
- "Brother Can You Spare A Dime? 1930's Scrapbook Project		-Students Jigsaw the various programs of the New Deal, Presentations done with students filling out graphic organizers through Google Docs.	- Lasting impact of the N still in existence today (f Explain which program y
- Review for Test			

- Study guide on GD & ND
- Review activity

-Daily exit ticket to asse

-Students chart liberal vs. conservative criticisms of the New Deal.

- Unit test

-Visuals of art and culture of the 1930s

-Review Guide

-Test on the Great Depression and New Deal

-Optional: View "Cinder

-Unit study guide

Week 4

-Unit review activities

-Great Depression and N

Unit 5: WWII

Content Area: **Social Studies**
Course(s): **US HISTORY II**
Time Period: **Marking Period 2**
Length: **4-7 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
SOC.6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
SOC.6.1.12.EconET.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.
SOC.6.1.12.EconNE.11.a	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
SOC.6.1.12.HistoryCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.HistoryUP.11.a	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
SOC.6.1.12.HistoryCA.11.a	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
SOC.6.1.12.HistoryCC.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

SOC.6.1.12.HistoryCA.11.b	Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
SOC.6.1.12.HistoryUP.11.b	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to learn the political, economic, social, cultural, and technological factors that led to WWII so that in the long run, they will be able to understand the causes of war and better predict which leaders and decisions are more likely to lead deadly conflict.

Concepts

Essential Questions

- How and why do nations come into conflict?
- In waging a war, does the end (winning) justify the means?
- What are the economic, social, and political impacts of war?
- What conditions can lead to totalitarian governments?
- What obligation does a dominant, successful nation have to help/protect weaker nations and people?
- When is America exerting its power and influence justified?

Understandings

Students will understand that . . .

- A “total war” requires the participation of an entire nation in many different ways and can push a nation to take actions that conflict with their beliefs and values. .
 - Desperate economic conditions can lead to the rise of totalitarian governments.
- Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.
 - Role of the US changed after WWII from isolationist to a major world power.
 - Sometimes governments ignore atrocities if they don’t impact their nation directly.
- The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.
 - The decisions of world powers have an impact on the world.
- The rise of fascism threatened world peace and human rights.

Critical Knowledge and Skills

Knowledge

Students will know:

Essential Vocabulary: Totalitarianism, Isolationism, Interventionism, propaganda, Axis/Allied Powers, Luftwaffe, Atlantic Charter, WAACs, WAFS, Kristallnacht, Cash & Carry, Lend-Lease, Blitzkrieg, Manhattan Project, Pearl Harbor, D Day, VJ Day, VE Day, Kamikazes, Island Hopping, Appeasement, Final Solution, Little Boy & Fat Man, FDR, Truman, Churchill, Stalin, Hitler, Mussolini, Oppenheimer, Eisenhower, MacArthur, Randolph

Students will know...

- How and why fascism and totalitarian governments rose to power.
- How the wartime strategies reflect political and military goals, the resources on hand, and the geographical extent of the conflict.
- The causes of WWII and early events of Axis Expansion.
- The different impacts of the war at home on various groups of people.
- The differing viewpoints on US involvement in WWII and how the US finally gets pulled into the conflict (Pearl Harbor).
- The major turning points of the war and why they proved to be decisive.
- The short and long term effects of technological developments. (A-Bomb)

Skills

Students will be able to:

- Analyze primary source documents (propaganda posters, speeches, letters/telegrams) related to WWII.
- Define and evaluate the isolationist and interventionist viewpoints of Americans at the onset of WWII.
- Define new vocabulary.
- Determine the global effects (ST & LT) of WWII.
- Discuss the strategies and turning points of the war and assess their impact on the combatants' situation in the war.
- Evaluate the evidence both in support of and opposition to the use of the A-Bomb, then create a persuasive, coherent argument supporting their viewpoint with specific historical evidence.
- Examine the effects the war had on the citizens fighting it abroad as well as those (women, minorities, etc.) at home.
- Explain how and why the US became fully involved in WWII.
- Explain the characteristics of a totalitarian government while differentiating between communism and fascism.
- Participate in small / large groups discussions
- Read and interpret graphs, charts, maps
- Take notes

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Alphabet Soup on Japanese Internment
- Appeasement T-Chart
- Civilians At War Video Questions
- Class Discussions
- Do Nows
- Exit Tickets
- Fascism Frayer Model
- Graphic Organizer
- Holocaust/Genocide Question Activity
- Homefront Carousel Activity
- Homefront Placement Activity
- Isolationist/Interventionist Chart
- Letters of Discrimination Activity
- Nuremberg Reading and Questions
- Pearl Harbor Station Activity
- Political Cartoon Analysis
- Pre-Assessment
- Primary Source Analysis
- Pro/Con Chart on Using the Atomic Bomb
- Quizzes
- Review Guide
- Six Word Challenge

School Summative Assessment Plan

- WWII Screenplay and Movie Poster
- World War II Test

Primary Resources

- The American Journey Glencoe/McGraw-Hill textbook (RC)
- United States History Pearson Textbook (CP)

Supplementary Resources

- "Our Home was a Horse Stall" reading
- "Saving Private Ryan" (storming the beaches at Normandy):
- 24 Hours after Hiroshima: https://www.youtube.com/watch?v=jY9VwCE_Dsg#t=679.12
- Dr. Seuss WWII propaganda posters
- George Takei about Japanese Internment: <https://www.youtube.com/watch?v=yogXlI9H9z0>, <https://www.youtube.com/watch?v=6mr97qyKA2s>
- Homefront readings
- Kenji by Fort Minor (Japanese Internment)
- Pearl Harbor movie segments
- Primary Sources - Discrimination Letters, Truman Berlin Speech, Hitler Treaty Speech, Treaty of Versailles excerpts, Japanese internment sources, Atomic Bomb for/against source excerpts, Day of Infamy Speech, Hughes Song,
- Tuskegee Airmen CommonLit article
- WWII propaganda
- Women WWII pilots CommonLit article
- Women WWII pilots and Tuskegee Airmen clips: <http://www.nbclearn.com/courage/cuecard/109356>

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
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when data indicates a need.

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☐ Modified pacing of unit lessons to meet the needs of learners.

☐ Individual learning styles will be taken into account when creating lesson activities.

☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will analyze charts, graphs, and percentages related to the attack on Pearl Harbor.

SCIENCE -

LANGUAGE ARTS- Students will read and comprehend informational texts related to Pearl Harbor, Tuskegee Airmen, women pilots, and Japanese Internment. Students will complete writing responses throughout the unit.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will view and discuss WWII propaganda posters; analysis of WWII song from the era regarding African American experience; write a WWII screenplay as well as movie advertisement poster.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Students will assess personal and global responsibility for the atrocities of the Holocaust and WWII. Students will compare Japanese internment camps to world events today.

Learning Plan / Pacing Guide

Time	CP	ICR
		<p>- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.</p> <p>- Daily Do Now Options for understanding on pre</p>
	<p>- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.</p> <p>- Historical Background</p> <ul style="list-style-type: none"> • Treaty of Versailles Tiered Primary Source Activity • Hitler Speech analysis • Guided Notes on rise of Fascism • “Prelude to War” Video clip 	<p>-Picture of Stalin holding a little girl whose family he put in a camp-discuss the perception of the picture</p> <p>-Background Information: Depression</p> <ul style="list-style-type: none"> • Pictures of worth • Discuss relation t • Rise of totalitaria • Fascism frayer m • Describe situatio
Week 1	<p>- Early War/US Neutrality</p> <ul style="list-style-type: none"> • Guided notes on Beginning of War / Axis Expansion • Intervention vs. Isolation Primary Source Activity • Guided Notes on Steps toward war (Cash & Carry, Lend-Lease, 4 Freedoms, US-Japanese tension) <p>- Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions</p>	<p>-Fascism Frayer Model</p> <p>-Guided Notes on Fascist Expansion</p> <p>- Isolationism/Interventionism chart</p> <p>-T-Chart on the appeasement decision</p> <p>-Exit Ticket Options: Summarizing concepts taught, making connections</p>
		<p>-Watch video clip 5-9mi (http://www.youtube.com)</p> <p>*As students watch the f willing to follow Adolf H</p> <p>-Guided notes (fill in bla invasion of Poland, and l</p> <p>-Was Appeasement a mi</p> <p>-Daily exit ticket to asse:</p>

		to today, and making predictions	
		-Pearl Harbor	
		<ul style="list-style-type: none"> • Video of the Attack • Station Activity on the attack • Students write a newspaper article summarizing the attack 	- Daily Do Now Options for understanding on pre
	- Pearl Harbor	<ul style="list-style-type: none"> • Interactive Website on Events of PH / Video Clip • “Day of Infamy” Speech analysis w/ US Reaction • Early Pacific War Notes w/ Video clips 	
		-The War Against Japan	
	- Japanese Internment	<ul style="list-style-type: none"> • Students complete a graphic organizer on the key battles and terms of the Japanese Campaign • Video Clips from The Pacific Series of the Battles • Students describe the challenges of fighting in the Pacific. • -Executive Order 9066 internment assignment 	-Discussion: Should Am -Arguments for and agai CHART) -Set the stage for the less -Stations around the room on Pearl Harbor (Modifi
Week 2	<ul style="list-style-type: none"> • Guided notes on background • Primary sources from time period in support / opposition to internment • Photo / Video clip analysis of conditions at camps • Korematsu vs. US Supreme Court case analysis 		
	- Homefront	<ul style="list-style-type: none"> • Guided notes on minorities at home & abroad - w/ video clips • Langston Hughes Song analysis • Letters of Discrimination Activity 	-War at Home: -Quiz on WWII up to Pe -Daily exit ticket to asse:
		<ul style="list-style-type: none"> • Placemat activity on the roles people played on the homefront. 	
		-Comparing African Americans and Mexican American experiences on the Homefront reading w/graphic organizer	
	Homefront	-European Campaign	- Daily Do Now Options for understanding on pre
Week 3	<ul style="list-style-type: none"> • Guided notes on Economy & Wartime production w/ video clips 	<ul style="list-style-type: none"> • Chart the major battles against Germany 	

Week 4

<ul style="list-style-type: none"> • Propaganda Cartoon analysis • Contributions of Women graphic organizer - "Rosie the Riveter" 	<ul style="list-style-type: none"> • Card Sort to identify the major battles 	<ul style="list-style-type: none"> -WWII Homefront
	<ul style="list-style-type: none"> -Civilians at War 	<ul style="list-style-type: none"> • Mobilization
<ul style="list-style-type: none"> - Americans on Battlefronts 	<ul style="list-style-type: none"> • Video Clip and questions on the impact of the war upon civilians. 	<ul style="list-style-type: none"> • Financing the War • Rationing • Women entering
<ul style="list-style-type: none"> • Key battles, terms, and people reading w/ video, photos, maps • Soldiers' Experiences - Readings & Video interviews on Women, African-Americans, Native Americans 	<ul style="list-style-type: none"> -Role of African-Americans and women 	<ul style="list-style-type: none"> -Discussion on propaganda enemy and to mobilize d
<ul style="list-style-type: none"> - Holocaust / Genocide 	<ul style="list-style-type: none"> • Jigsaw Reading Activity on the role of female Tuskegee Pilots. 	<ul style="list-style-type: none"> -Homefront Propaganda
<ul style="list-style-type: none"> • Defining genocide and common questions relating to Holocaust activity - decisions contributing to Holocaust • Evaluation of US Actions to Deal with Holocaust 	<ul style="list-style-type: none"> -Manhattan Project 	<ul style="list-style-type: none"> *what life was like at home the war?
	<ul style="list-style-type: none"> • Guided Notes on challenges and motivations of developing the first atomic bomb 	<ul style="list-style-type: none"> - Guided notes (fill in blank) Internment Camps
		<ul style="list-style-type: none"> -Listen to Kenji by Fort
	<ul style="list-style-type: none"> -Holocaust 	<ul style="list-style-type: none"> -Alphabet Soup on Japan
	<ul style="list-style-type: none"> • Question activity using storybook that describes the origins of genocide, effects etc. 	<ul style="list-style-type: none"> -Optional: Read "Our Holocaust" etc.
<ul style="list-style-type: none"> - Ending the War (Atomic Bomb) 	<ul style="list-style-type: none"> -Ending the War 	<ul style="list-style-type: none"> -Daily exit ticket to assess
<ul style="list-style-type: none"> • Guided notes, graphic organizer - development, decision, events, impact • Pro/Con on usage of A-Bomb w/ primary sources 	<ul style="list-style-type: none"> • Should the U.S. use the bomb T-Chart • Guided Notes and Images on the impact of the bomb 	<ul style="list-style-type: none"> - Daily Do Now Options for understanding on pre
		<ul style="list-style-type: none"> -Guided notes (fill in blank) of the bomb

- Legacy of WWII

- Truman Berlin Speech Analysis
- Graphic organizer, guided notes on consequences & legacies of WWII (UN, Israel, Nuclear proliferation, Conferences of Big 3, Soldiers returning home)

- Review for Test

- Study guide on WWII
- Review Activity

- Unit test

-Legacy of the War

- Notes on the creation of the United Nations.

-Nuremberg Trial

- Reading and graphic organizer; choose the punishment based upon description of their crimes

-Dr. Seuss WWII political cartoon analysis with graphic organizer

-Six word challenge to re

-Complete a graphic org: Pacific (Midway, Guada

-Students will research t in the Pacific?"

-Discuss significance of (storming the beaches at

-Begin WWII Battles Br WWII battles fought aga on their brackets, researc importance of them. The most important of the Eu

-Daily exit ticket to asse
- Daily Do Now Options for understanding on pre

-Finish WWII Battle Bra

-Discussions and activiti from "Tuskegee Airmen"

-CommonLit article on v
<http://www.nbclearn.com>

-Complete venn diagram Airmen.

Week 5

-Unit test and/or quiz on WWII unit

-Atrocities of WWII:

Students will research ar
Jewish refugees, fire bor
graphic organizer (Natio
military)/Outcome/Refle

-Daily exit ticket to asse:
- Daily Do Now Options
for understanding on pre

-Analyze Martin Niemol
of WWII: "When they c:

-Assessing Responsibilit

Week 6

-Guided notes (fill in bla
challenges of creating it,
Japan.

- 24 Hours after H:

-Pros and Cons for using

-Legacy of WWII discus

-Daily exit ticket to asse:
-Unit study guide

Week 7

-Unit review activities

-WWII unit test

Unit 6: Cold War and Post-War America

Content Area: **Social Studies**
Course(s): **US HISTORY II**
Time Period: **Marking Period 3**
Length: **3-4 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
SOC.6.1.12.EconGE.12.a	Assess the impact of agricultural innovation on the world economy.
SOC.6.1.12.EconNE.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
SOC.6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.
SOC.6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
SOC.6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
SOC.6.1.12.GeoPP.14.b	Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
SOC.6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
SOC.6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

SOC.6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
SOC.6.1.12.HistoryCC.12.b	Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
SOC.6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
SOC.6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
SOC.6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
SOC.6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to learn how the Cold War started and how this tense relationship affected the political, military, and economic role of the United States in the world so in the long

run the students will be able to better evaluate when and how much the U.S. should intervene in world affairs.

Concepts

Essential Questions

- Can an ideological war be more dangerous than a physical war?
- How and why did the US and Soviet Union come into conflict?
- How did key events shape the course and outcome of the Cold War?
- How did new technologies impact the events and outcome of the Cold War?
- How do a nation's political, economic, cultural, and social developments reflect its values?
- What are the responsibilities, if any, of being a world power?
- What are the social and political effects of the Cold War?
- When is America exerting its power and influence justified?

Understandings

Students will understand that . .

- Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.
- Cold Wars differ from hot wars in terms of how it was waged and how you determine who's "winning" but can also turn hot such as in Korea.
- Cultural, Economic, Societal, and Political developments often reflect the values of a nation.
- Technology has facilitated the movement of goods, services, and populations; increased economic interdependence; and influenced the development of centers of economic activity.
- The US emerged as the main world power after World War II and had to decide when and if to use its power in many different situations across the globe related to the Cold War.
- The US has used different foreign policies to try to achieve their objectives, particularly containment.

Critical Knowledge and Skills

Knowledge

Students will know:

Essential Vocabulary: Cold War, Hot War, Capitalism, Communism, Containment, Truman Doctrine, Marshall Plan, Berlin Airlift, Fall of China, Red Scare, Iron Curtain, NATO, Warsaw Pact, Arms Race, MAD, Armistice, Kim Il-Sung, Syngman Rhee, 38th Parallel, Panmunjom, Sputnik, McCarthyism, HUAC, Truman Loyalty Program, Alger Hiss, Rosenbergs, Blacklisted, Domino Theory, Suburbs, Levittown, GI Bill, Rock n Roll, Conformity, Baby Boom, Sputnik, Consumerism, Television, Beatniks, corporations, franchise, Interstate Highway Act, service sector, AFL-CIO, Fair Deal

Students will know...

- How the Cold War affected people's everyday lives, particularly in relation to fear.
- The causes and reasons behind the conflict between the US and Soviet Union known as the Cold War.
- The different social, political, economical, and cultural developments in post-war American society.
- The history and background to the Korean War, the events of the war itself, the outcome and the lingering effects of the unresolved peace.
- The role Eisenhower's new application of the containment policy and the effects of the arms race on world security.
- The ways actions taken by the US attempted to enforce the Containment policy.

Skills

Students will be able to...

- Analyze primary sources
- Conduct research & present their work.
- Define new vocabulary.
- Describe the containment policy and how the US applied it to different world situations and evaluate its use in terms of effectiveness and morality
- Discuss the many effects of the CW in the US, specifically the effects on the nation related to the fear of communism and Soviet influence in society and government.
- Essay writing - Argumentative / Explanatory
- Evaluate the actions taken by the Eisenhower administration to see whether they are in line with the tenets of the Containment policy or whether they go beyond it.

- Explain the differences between the US and SU in the post-war period (gov't, eco, military, etc.)
- Present the changes that took place in American Society (economically, politically, socially, and culturally) during the post-WWII 1940s and 1950s.
- Read and interpret charts, graphs, maps.
- Take Notes

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Butter Battle Reading and Questions
- Class Discussions
- Cold War Key Terms
- Communism Frayer Model
- Do Nows
- Exit Tickets
- Korean War Chart
- Korean War Choice Board
- Lavender Scare
- Putting it all Together Questions
- Quiz
- Redlining Wealth Gap
- Review Guide
- Socrative Review
- Truman Doctrine Primary Source Questions
- Venn Diagram

School Summative Assessment Plan

End of Unit Cold War MC / Essay Test

Primary Resources

- The American Journey Glencoe/McGraw-Hill textbook (RC)
- United States History Pearson Textbook (CP)

Supplementary Resources

- "The Century: Happy Days" Video
- Dr. Seuss Butter Battle Book
- Duck and Cover: <https://www.youtube.com/watch?v=BFT8hLjHtuE>
- Feminine Mystique Betty Friedan
- He May be a Communist: <http://www.youtube.com/watch?v=AWeZ5SKXvj8&feature=related>
- President's video clips on Truman and Eisenhower
- Reading: "I Have Here in My Hands a List"
- Who's Responsible for Cold War? Primary Source documents
- "How to Spot a Communist" video

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- Computer Simulation Red Scare

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

• Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.
- ☐ Strategic groups and assigned topics to challenge identified students.
- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice for students that provides a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- ☐ Google Translate - All assignments will be created/translated in the student's native language.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- ☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- ☐ Plan for common mistakes and plan for intervention.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ☐ Modified pacing of unit lessons to meet the needs of learners.
- ☐ Individual learning styles will be taken into account when creating lesson activities.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE - Discussion of the creation of NASA as well as the technology behind Sputnik.

LANGUAGE ARTS- The Korean War choice board has options to write a persuasive letter or create a newspaper article. Dr. Seuss Butter Battle Book-write an ending to the story

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Scenes from “Invasion of Body Snatchers.” Students will view and analyze propaganda posters related to the Red Scare. The Korean War choice board has options to create a comic strip or propaganda poster.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION - Students will evaluate teens and the role they played as a unique demographic in 1950’s marketing.

GLOBAL AWARENESS - Discussion related to experiences of the people living behind the Iron Curtain and the Hungarian Freedom Fighters.

Learning Plan / Pacing Guide

Time	CP	ICR	RC
Week 1	<p>- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.</p> <p>- Origins of Cold War</p> <ul style="list-style-type: none"> • Comparison of Communism vs. Capitalism • Guided notes/graphic organizer of US-Soviet tensions during & immediately after WWII • Chart Early Actions Taken by both sides <ul style="list-style-type: none"> - Truman Doctrine, Marshall Plan, Berlin, NATO/Warsaw, Soviet A-bomb • Butter Battle book- students will read the book, answer questions and with a partner write an ending to the story • Who was responsible for Cold War? Primary Source Activity 	<p>- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.</p> <p>Origins of the Cold War</p> <ul style="list-style-type: none"> • Chart the reasons for the downfall of America's relationship with the Soviet Union • Guided Notes/Powerpoint on Containment/Marshall Plan/Truman Doctrine/Berlin Airlift • Truman Doctrine primary source excerpt with questions • Frayer Model: Communism v Democracy • Butter Battle book- students will read the book, answer questions and with a partner write an ending to the story <p>Korean War</p> <ul style="list-style-type: none"> • Graphic Organizer on the who, where, when, and why of the Korean War 	<p>- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.</p> <p>-Guided notes (fill in blank), discussion, and activity of the Cold War.</p> <p>-Guided notes (fill in blank) on USA and USSR (Communism)</p> <p>-"Putting it all together" assignment to illustrate two ideologies.</p> <p>-Practice understanding with USA vs. USSR</p> <p>-Quiz on the Origins of the Cold War.</p> <p>-Option: View and complete guided questions on the Origins of the Cold War.</p> <p>-Daily exit ticket to assess understanding of the Origins of the Cold War.</p>
	<p>- Korean War</p> <ul style="list-style-type: none"> • Graphic organizer using secondary source reading • Evaluation of Outcome of War - Who won? 	<p>Daily Exit Tickets</p>	

- Exit Ticket Options:
Summarizing concepts
taught, making connections
to today, and making
predictions

Red Scare at Home

- Cold War Expands
(Eisenhower)

- Truman Audio Clip on A-Bomb
- Guided Notes, Graphic organizer - Unrest behind Iron Curtain, Sputnik/NASA, Brinkmanship & CIA, Death of Stalin, Creation of Israel, UN

- Venn Diagram on Spy Cases
- Who's a Communist Activity
- Guided Notes on McCarthy, HUAC, Hollywood Ten/Powerpoint

- Daily Do Now Options: activate prior knowledge, check for understanding on previously taught concepts

-Guided notes and discussion on the Korean War

Cold War and Eisenhower

- Define Key Terms: (Space Race, Sputnik, Brinkmanship, Mutually Assured Destruction, Arms Race)
- Video Clip on the arms race
- Duck and Cover Video

-Korean War choice board

-Guided notes (fill in blank) on the Arms Race

- Preteach vocabulary: Arms Race, brinkmanship, Eisenhower Doctrine
- Duck and Cover

-Daily exit ticket to assess understanding of concepts

Week 2

- Fear At Home / Red Scare

- "Invasion of Body Snatchers" Video Clip w/ comparison
- "How to Spot a Communist" Video
- McCarthyism & Red Scare Webquest
- HUAC & Spy Cases video clips
- A-Bomb Anxiety - Bomb shelters, Duck & Cover

-Reading:"I Have Here in my hands a list" J. McCarthy

-Presidential video clips on Truman & Eisenhower

-Atomic bomb shelter activity with a partner-stock your shelter & categorize them by priority items

- 1950's Culture

Week 3

- Video clips of the growth of suburbs.
- Guided Notes with

Culture of the 1950s

- Video clips of the growth of suburbs.

- Daily Do Now Options: activate prior knowledge, check for understanding on previously taught concepts

-Discussion and guided notes (fill in blank)

images on the development of suburbs/GI Bill, and impact of television.

- 1950's Webquest
- "The Century: Happy Days" Clips
- Emergence of Rock N Roll
- Early Civil Rights

- Guided Notes with images on the development of suburbs/GI Bill, and impact of television.
- Early Civil Rights events

Review and Test on the Origins of the Cold War

Scare, Loyalty Oaths, McCarran Act, HUAC

- He May be a Communist
<http://www.youtube.com/watch?v=>

-Venn Diagram about Spy cases (Alger Hiss)

-Finish note-taking and discussion of the F (Hollywood Ten)

- Review for Test

- Study guide on Cold War
- Review Activity

- View Red Scare propaganda and d

- Key terms of the Red Scare matching act

- Unit test

-Unit study guide and review activities

-Daily exit ticket to assess understanding c

-Cold War and Post-War America unit tes

-The Century, America's Time: Happy Da

- While watching, students will take using a graphic organizer.

-Create graffiti wall for the 1950s.

-Discussion and reading on the new "teenage teens in the 50s to teens today.

-Carousel Activity: Photo analysis and gra between the World War II adolescent and

Week 4

Unit 7: Civil Rights

Content Area: **Social Studies**
Course(s): **US HISTORY II**
Time Period: **Marking Period 3**
Length: **2-4 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
SOC.6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
SOC.6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
SOC.6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
SOC.6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.
SOC.6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
SOC.6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
SOC.6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
SOC.6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African

Americans.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to know how to organize and effectively protest when they believe that their civil rights or the rights of others are being violated

Concepts

Essential Questions

- How can citizens take action and create change when their rights are violated?
- How did Jim Crow laws perpetuate economic and social inequalities?
- How did the media assist the Civil Rights Movement?
- How did the various Civil Rights organizations work together to achieve greater equality?
- How have the actions and legislative successes of the Civil Rights Movement impact American citizens?

- What drives people to organize and work for change in their government and society?
- Why did many Civil Rights activists choose nonviolence as a method to pursue equal rights?
- Why is conflict necessary to bring about change?

Understandings

Students will understand that...

- Determine the impetus for the Civil Rights Movement and explain why national governmental actions were needed to ensure civil rights for African Americans.
- Discrimination (conditions, treatment, lack of rights or protection of the law) was the impetus for the actions taken by Civil Rights Movement.
- Explain how individuals and organizations used economic boycotts (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights
- Most attempts at major social/political changes are met with resistance by those in power.
- The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.
- There are multiple ways to attempt to address injustices (such as violence, nonviolent protests, political organizations, laws, etc.)

Critical Knowledge and Skills

Knowledge

Students will know:

Essential Vocabulary: Discrimination, civil rights, Emmett Till, Martin Luther King, Malcolm X, Rosa Parks, Thurgood Marshall, SNCC, SCLC, Brown v. Board of Ed, CORE, NAACP, Freedom Rides, Freedom Summer, Montgomery Bus Boycott, sit-in, de jure vs de facto segregation, March on Washington, Civil Rights Act of 1964, Voting Rights Act of 1965, Black Power, Nation of Islam, Black Panthers, Kerner Commission, 24th Amendment, feminism, Betty Freidan, NOW, ERA, Steinem, Roe v. Wade, Chavez, UFW, AIM, Chicano Movement, Nadar, Earth Day, EPA, Clean Air Act, Clean Water Act, Carson

- Conditions for African Americans during the time period
- How some groups embraced more militant messages and how frustration with continued discrimination was expressed
- Major events of the CRM (successes, setbacks)
- People, Events, Results of the other movements of the 60s & 70s (Women, Consumer, Environmental, Asian, Native, Latino)
- The major people and groups of the CRM
- What strategies were used by different groups and people and the reasoning behind the use of those

strategies

Skills

Students will be able to:

- Analyze and interpret primary source documents
- Apply understanding of the strategies of the Civil Rights Movement to a problem or injustice in today's world
- Connect historical events and issues from different time periods (progressive, New Deal, today)
- Define new vocabulary
- Evaluate multiple perspectives on historical events
- Present viewpoints supported by historical facts and events in a persuasive writing task
- Read and interpret charts, graphs, maps
- Take notes
- empathize with the experience of African Americans in the South prior to the Civil rights movement

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Class Discussions
- Do Nows
- Emmett Till Questions
- Exit Tickets
- Eyes on the Prize Questions
- Free at Last Writing Assignment
- Graphic Organizers
- Kahoot Review
- Selma Guided Reading Questions

School Summative Assessment Plan

- Civil Rights End of Unit Test
- Civil Rights Timeline
- Free At Last Response Paper

Primary Resources

- Letter from Birmingham by Martin Luther King Junior
- The American Journey Glencoe/McGraw-Hill textbook (RC)
- United States History Pearson Textbook (CP)

Supplementary Resources

- Eye on the Prize video: <https://www.youtube.com/watch?v=11vM5cdMzOk>
- Freedom's Children excerpts
- MLK "I Have a Dream" speech
- Segregated schools interior and exterior photos
- Selma movie
- The Murder of Emmett Till documentary
- Video: "Free at Last"

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

• Edmodo, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.
- ☐ Strategic groups and assigned topics to challenge identified students.
- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice for students that provides a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- ☐ Google Translate - All assignments will be created/translated in the student's native language.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- ☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

- ☐ Plan for common mistakes and plan for intervention.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ☐ Modified pacing of unit lessons to meet the needs of learners.
- ☐ Individual learning styles will be taken into account when creating lesson activities.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE -

LANGUAGE ARTS- Students will compose a writing response related to MLK Jr. and Malcolm X. Students will complete a primary source activity using comprehension of Montgomery Bus Boycott newspaper articles.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students listen to Motown (including Sam Cooke's "Change is Gonna Come") and watch a few performances.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Students will learn about their rights as citizens along with recent civic engagement examples in order to recognize, inspire, and speak out against injustice.

Learning Plan / Pacing Guide

Time

CP

ICR

RC

- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.

- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.

- Intro / Background

- Freedom's Children excerpts of experience with discrimination - What were they fighting against?
- "What are Civil Rights?"
- Till Video Clip

-Guided notes on the Origins of the Civil Rights Movement

-Clips from The Murder of Emmett Till documentary

- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.

-Intro to the Civil Rights unit:

- "What are Civil Rights?"
- Literacy tests and poll taxes
- Plessy v. Ferguson
- Jim Crow Laws

- Overview of CR (Events)

- Guided Notes on Strategies, groups, people
- Graphic organizer w/ video clips of events
- "Eyes on the Prize" documentary clips
- CR Timeline Project
- **Lesson/activity on understanding our rights as citizens along with recent civic engagement examples to inspire students to recognize and speak out against injustice.**

-Graphic organizer on the various forms of nonviolent protest.

-Lesson/activity on understanding our rights as citizens along with recent civic engagement examples to inspire students to recognize and speak out against injustice.

-Comparison diagram between Malcolm X & MLK

-The Murder of Emmett Till documentary clips and reflection questions.

-Guided notes (fill in blank) on segregation, Brown vs. BOE, and the Little Rock Nine.

-Segregated schools interior vs exterior picture analysis and graphic organizer

-Eye on the Prize video clips and questions:
<https://www.youtube.com/watch?v=11vM5cdMzOk>

-Daily exit ticket to assess understanding of new information

Week 1

- MLK

- "I Have a Dream" speech

-Primary source

- MLK vs. Malcolm X reading on “I Have a Dream”

- Exit Ticket Options:
Summarizing concepts taught, making connections to today, and making predictions

-Civil Rights timeline project- identify major events of the movement, significance of the event, picture related to the event

- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.

- Experiences

- Watch “Free at Last” video and writing assignment-3 paragraph inspiring event/ 3 paragraph disturbing event
- Freedom’s Children Excerpts for events

-Watch “Free at Last” video and writing assignment-3 paragraph inspiring event/ 3 paragraph disturbing event

-Guided notes (fill in blank), and discussion on the Montgomery Bus Boycott and MLK Jr.

-Boycott viewpoints reaction response

-Quiz on the early Civil Rights Movement

-Civil Rights webquest of major events in the movement

-Guided notes and graphic organizer on strategies and groups of the Civil Rights Movement (sit-ins, freedom rides, and marches). Protests will include the March on Selma, March in Birmingham, Greensboro Sit-in, Freedom Riders and the March on Washington.

- Review for Test

-Guided notes on the radicalization of the movement

- Study guide
- Review Activity

-Lesson/activity on understanding our rights as citizens along with recent civic engagement examples to inspire students to recognize and speak out against injustice.

- Unit test

- Lasting impact of the movement graphic organizer

-Begin “Selma” and complete guided discussion questions.

-Daily exit ticket to assess understanding of new information

**Week
2**

- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.

-Kahoot Review

-View "Selma" and complete guided discussion questions.

Week 3

-Review Guide

-Discussion and guided notes on radicalization of movement (Black Panthers, Watts Riots, etc.)

-Civil Rights unit
test

-Compare and contrast MLK Jr. and Malcolm X using a venn diagram

-Daily exit ticket to assess understanding of new information

- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.

-Guided notes (fill in blank) on the "End of an Era" including the lasting political impact/laws that resulted.

-Writing prompt:

Explain the philosophy/strategy of nonviolent resistance. In your explanation, discuss the meaning of the quote "It took courage to be weak."

Week 4

Could you "take it" and remain non-violent for a cause? Under what circumstances could you/could you not remain non-violent? Who would you side with, MLK Jr. or Malcolm X? Give specific examples of events from the Civil Rights Movement.

-Unit study guide and review activities

-Civil Rights unit test

-Daily exit ticket to assess understanding of new information

Unit 8: JFK/LBJ Social Change and Cold War

Content Area: **Social Studies**
Course(s): **US HISTORY II**
Time Period: **Marking Period 1**
Length: **4-5 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.EconNE.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
SOC.6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
SOC.6.1.12.HistoryCC.12.b	Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
SOC.6.1.12.HistoryCC.12.e	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.
SOC.6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
SOC.6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
SOC.6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
SOC.6.1.12.HistoryCC.13.d	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to better evaluate when the United States is justified and capable of using its military and economic power to shape the world that best promotes American interests.

Concepts

Essential Questions

- How and why do nations come into conflict?
- How are wars won (and lost)?
- How does the media influence politics?
- What are the economic, social, and political impacts of war?
- What is a great society?
- What is the role of government in our society?
- When is America exerting its power and influence justified?

Understandings

Students will understand

- Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.
- Exerting power and influence, whether it is through war or economic means, is always controversial.
- The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups
- The media can strongly influence people's opinions and viewpoints (on war and on politicians).
- There are differing views on how involved the government should be in society and that these beliefs can influence the kinds of legislation that is proposed.
- Wars have far reaching impacts on the lives of the people who are involved in them. (soldier, civilian, family, citizen)

Critical Knowledge and Skills

Knowledge

Students will know:

Essential Vocabulary: Mandate, debate, New Frontier, Great Society, Peace Corps, Bay of Pigs, Cuban Missile Crisis, Berlin Wall, Nixon, Khrushchev, Castro, Space Race, War on Poverty, Medicare, Medicaid, Immigration & Nationality Act of 1965, Warren Court (court cases), Ho Chi Minh, Vietcong, guerilla warfare, 17th Parallel, Domino theory, Dien Bien Phu, Gulf of Tonkin Resolution, hawk, dove, SDS, "credibility gap" Tet offensive, My Lai, Kent State, Vietnamization, War Powers Act, Pentagon Papers, Paris Peace Accords, 26th Amendment, counterculture

- Election of 1960 and effects of media
- Events and impacts of JFK assassination
- How and why the US became increasingly involved in Vietnam
- How opposition to the war was expressed and why it increased as time went on
- How the US was able to bring its involvement in Vietnam to an end.
- Kennedy's foreign policy successes and failures
- Programs and legislation as part of the LBJ's Great Society
- Programs associated with the New Frontier and Great Society and its successes and failures
- War strategies, weapons/technology, and soldiers' and civilians' war experiences

Skills

Students will be able to:

- Analyze and interpret primary source documents
- Analyze political cartoons
- Critically analyzes information and makes ethical judgments to responsibly address controversial issues. (Missile Crisis Role-play)
- Define new vocabulary
- Empathize with the experience of American soldiers (and civilians) during the Vietnam War
- Evaluate multiple perspectives on historical events
- Evaluate presidential decision making process (using primary sources)
- Present viewpoints supported by historical facts and events
- Read and interpret charts, graphs, maps
- Take notes
- Takes actions that will result in a more just and equitable society.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- 1968 Decision Making Simulation
- Class Discussions
- Do Nows
- Dove/Hawk Viewpoints Activity
- Draft Letter Writing Respons
- Exit Tickets
- Graphic Organizer on Kennedy's Foreign Policy
- Great Society Graphic Organizer
- Image vs Realty Writing Prompt
- Kahoot Review
- LBJ vs Nixon Approach Chart
- Picture Walk on the Vietnam War
- Quizzes
- Review Guide
- Video Clip Questions on the Bay of Pigs Invasion
- Vietnam War Brutality Placemat Activity
- Vietnam in HD questions

School Summative Assessment Plan

- End of Unit Test on the Vietnam Era

Primary Resources

- The American Journey Glencoe/McGraw-Hill textbook (RC)
- United States History Pearson Textbook (CP)

Supplementary Resources

- "Vietnam in HD" Episode 2 (Search and Destroy): https://www.youtube.com/watch?v=wPh1_BH5LXE
- Draft lottery clips
- Election of 1960 clips: <http://www.livingroomcandidate.org/commercials/1960>
- Great Society Documentary
- Protest music
- Vietnam War primary photos
- Wonder Years Clip
- "Letters from Vietnam" video

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- 1960's simulation Counterculture

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

- **Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.
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- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
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- ☐ Plan for common mistakes and plan for intervention.

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- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ☐ Modified pacing of unit lessons to meet the needs of learners.
- ☐ Individual learning styles will be taken into account when creating lesson activities.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Students will analyze Vietnam War Graphs titled “The Toll the War Took.” Students will review the statistics related to the war.

SCIENCE -

LANGUAGE ARTS- Students will compose a letter related to the Vietnam War draft. Students will read and comprehend informational text; read poem written by Vietnam War Vet.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will analyze music/culture of the time period; watch a “Wonder Years” clip that contrasts the Korean War generation to the Vietnam War generation.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Students will view video clips that address the culture of Vietnam.

Learning Plan / Pacing Guide

Time	CP	ICR	RC
Week 1	<p>- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.</p> <p>- JFK</p> <ul style="list-style-type: none"> • Election of 1960, video of the debate, guided notes. • CommonLit - JFK Inaugural Speech • Charting Domestic policies, and the image of his White House • Graphic Organizer on the foreign policy challenges Kennedy faced. • Video clips of the Bay Of Pigs Invasion and Cuban Missile Crisis • Evaluation (Grading Activity) of JFK's handling of domestic & foreign policy • Image vs. Reality Writing Prompt • Assassination Powerpoint - lone gunman vs. conspiracy <p>- Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions</p>	<p>- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.</p> <p>-John F. Kennedy Years</p> <ul style="list-style-type: none"> • Election of 1960, video of the debate, guided notes. • Charting Domestic policies, and the image of his White House • Graphic Organizer on the foreign policy challenges Kennedy faced. • Video clips of the Bay Of Pigs Invasion and Cuban Missile Crisis <p>JFK Assassination:</p> <ul style="list-style-type: none"> • PowerPoint on the Assassination • "Do you believe it was a lone gunman?" <p>Quiz on the Kennedy</p>	<p>- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.</p> <p>-Guided notes (fill in blank) and related activities on the Election of 1960.</p> <ul style="list-style-type: none"> • Backgrounds/characteristics of the two candidates • Video clips of the 1960 televised commercials/debates. <p>-Foreign Policies: Utilizing a graphic organizer, students will read and watch video clips about JFK's foreign policies. They will give his handling of each key event a grade (A, B, C, D, F) as well as provide reasoning,</p> <ul style="list-style-type: none"> • Bay of Pigs Invasion, Berlin Crisis, and Cuban Missile Crisis • Add information to t-chart comparing Kennedy's image to his actual accomplishments using information learned. • Use as brainstorm for tomorrow's writing prompt. <p>-Writing prompt: How does President Kennedy's foreign and domestic policies/achievements compare to the image you have of him. Use THREE specific details in your response.</p> <p>-Guided notes (fill in blank), discussion, and related activities on</p>

	Years	JFK's assassination
		-Daily exit ticket to assess understanding of new information
	- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.	- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.
		-Graphic organizer on Lyndon B. Johnson and Great Society programs.
	- LBJ & Great Society	LBJ and the Great Society
	<ul style="list-style-type: none"> • Guided Notes on LBJ's background • Graphic Organizer Programs - Compare/Contrast w/ New Deal • LBJ Great Society Video 	<ul style="list-style-type: none"> • Guided Notes on LBJ's background • Chart and Jigsaw the programs of the Great Society • Legacy of the Great Society Video • Quiz on Johnson and the Great Society
Week 2	- Origins of Vietnam War	-Quiz on the Election of 1960 and the presidency of JFK/LBJ.
	<ul style="list-style-type: none"> • Guided notes - historical background, Gulf of Tonkin • Decision-making Primary Source Activity 	<ul style="list-style-type: none"> • Photograph #: • Describe what you see: • Write a good caption or title: • Describe what you feel:
	- Brutality / Escalation of War	-Vietnam War gallery walk activity:
	<ul style="list-style-type: none"> • Guided notes w/ Photos • Vietnam in HD "Search & Destroy" • Escalation of War & Draft - lottery activity • My Lai Massacre 	<ul style="list-style-type: none"> • Preteach key vocabulary
		-Vietnam War scenario and questions (anticipation activity)
		-Origins of the Vietnam War discussion and guided notes (fill in blank)
		-Assign Vietnam video link assignment (homework throughout unit)
		<ul style="list-style-type: none"> • Tactics and Strategies • Experiences and Events

	<ul style="list-style-type: none"> activity Dove/Hawk definition & create your own pro/anti war button activity Escalation and the draft through guided notes. Students write a draft letter. 	-Daily exit ticket to assess understanding of new information
	- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.	- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.
	- Student Protests / Counterculture	-Guided notes (fill in blank) and discussion of the Draft Lottery.
	<ul style="list-style-type: none"> Guided notes, graphic organizer w/ video clips "Wonder Years" Video clip Music of time period analysis - what protesting? Exemplifies counterculture 	Brutality of the War
		<ul style="list-style-type: none"> Guided Notes Video Search and Destroy: Vietnam in HD. Guided questions. Placemat activity on the various hardships soldiers faced during the war.
	- LBJ vs. Nixon	-Draft letter writing response
	<ul style="list-style-type: none"> Chart differences in approach 1968 turning point - events & election Guided notes on End of War and Vietnamization Video clips of Fall of Saigon 	- Watch "Vietnam in HD" Episode 2 (Search and Destroy) and complete questions
Week 3		-Placemat jigsaw activity- Each student will be given a controversial topic to research.
		1. Agent Orange and Napalm
		2. Drug use among soldiers
		3. My Lai Massacre
		4. Guerrilla Warfare during the Vietnam War
		Include in section of placemat: INTERESTING facts/definition
	-Legacy of Vietnam	
	<ul style="list-style-type: none"> Chart immediate and long- 	

	<ul style="list-style-type: none"> term impacts of war Written evaluation of successes & failures of war 	1968 <ul style="list-style-type: none"> Guided notes on the events of the decade 	Middle section/group and class discussion: Which of the topics do you believe to be the most controversial? Why? -Daily exit ticket to assess understanding of new information
		-Venn diagram on differences between Korean War & Vietnam War	
		-Picture walk using images from Vietnam War	
		-Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.	-Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.
	- Review for Test		-Guided notes (fill in blank) and related activities on the counterculture of the Vietnam War.
Week 4	<ul style="list-style-type: none"> Study guide on Cold War Review Activity 	-Protests, Nixon, and the end of the war, guided notes and discussion.	-Decision making simulation activity on 1968 and life at home during the Vietnam War.
	- Unit test		
		-Study Guide and Review	-Protests, Nixon, and End of War guided notes and discussion
		-Test on the Vietnam Era	-Daily exit ticket to assess understanding of new information -Unit study guide and review activities
Week 5			-Vietnam War unit test

Unit 9: Nixon and the 1970s

Content Area: **Social Studies**
Course(s): **US HISTORY II**
Time Period: **Marking Period 4**
Length: **2 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
SOC.6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
SOC.6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
SOC.6.1.12.EconNE.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

SOC.6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
SOC.6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to identify Nixon's foreign policy and diplomatic successes and explain his abuse of power in the Watergate scandal so in the long run they can evaluate future presidential foreign policy and diplomatic decisions and the importance of evaluating moral and ethical qualities when selecting future leaders.

Concepts

Essential Questions

- How can America's dependence on foreign oil negatively effect our economy?
- How does a President's character determine their success or failure?
- How is success determined in a military conflict?
- What actions should justify the impeachment of a President?
- What are effective strategies presidents can use to ease tensions between America and another country?
- What effects (+ & -) can a President have on a nation?
- What impact did the Watergate Scandal have upon America's trust in government?
- What role does the media play in being the watchdog of our democracy?

Understandings

Students will understand that . . .

- Economic interdependence and globalization can have both positive and negative effects.
- Oil prices abroad have a great impact on the strength of America's economy.
- Political officials debate what are high crimes and misdemeanors when discussing the impeachment of an elected official.
- Presidents have many tools they can use when dealing with nations diplomatically.
- Scandals can hurt the people's trust in their government.
- The Watergate Scandal has created a distrust of government that still lingers today.
- The media has the important responsibility of being the watchdog of our government.

Critical Knowledge and Skills

Knowledge

Students will know...

- Ford & Carter Domestic Policies & Issues.
- Ford & Carter Foreign Policies & Issues.
- Nixon's Domestic Policy and Reelection.
- Nixon's Foreign Policy initiatives (China, SU).

- The events & impact of Watergate scandal.
- The social and cultural developments of the 70s.

Essential Vocabulary: Détente, Realpolitik, SALT, Henry Kissinger, silent majority, stagflation, Southern Strategy, OPEC, Watergate, 25th Amendment, Executive privilege, pardon, amnesty, Iran Hostage Crisis, amnesty, affirmative action, Helsinki Accords, SALT II, human rights, Camp David Accords, sanctions, developing world

Skills

Students will be able to:

- Analyze and interpret primary source documents.
- Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
- Compare present and past events to evaluate consequences of past decisions and to apply lessons learned.
- Define new vocabulary.
- Evaluate multiple perspectives on historical events.
- Evaluating sources for validity and credibility and detect propaganda, censorship, and bias.
- Formulating questions with multiple perspectives.
- Read and interpret charts, graphs, maps.
- Take notes.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- 6 Word Memoir on Nixon
- Alphabet Soup on the Presidents
- Do Nows
- Exit Tickets
- Ford Carter Graphic Organizer
- Nixon Choice Assignment
- Nixon Nine Word Challenge
- Nixon Timeline
- Political Cartoon Analysis

- Stonewall LGBTQ rights
- Venn Diagram on Nixon Clinton Impeachment
- Viewpoints Activity

School Summative Assessment Plan

- 1970s Quiz

Primary Resources

- The American Journey Glencoe/McGraw-Hill textbook (RC)
- United States History Pearson Textbook (CP)

Supplementary Resources

- Forrest Gump Ping Pong Diplomacy & Watergate Clips
- Roe v. Wade Reading - background & arguments w/ excerpts from Constitution
- The Presidents History Channel Video clips
- This Century America's Time: "Starting Over" video:
<https://www.youtube.com/watch?v=ZePNpgD9x4E>
- Watergate Interactive Website <https://www.curriculumpathways.com/portal/Launch?id=1262>

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

- Edmodo, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.
- ☐ Strategic groups and assigned topics to challenge identified students.
- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice for students that provides a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- ☐ Google Translate - All assignments will be created/translated in the student's native language.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as

needed.

- ☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- ☐ Plan for common mistakes and plan for intervention.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ☐ Modified pacing of unit lessons to meet the needs of learners.
- ☐ Individual learning styles will be taken into account when creating lesson activities.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE - Students will learn about the impact Nixon had on the environment (EPA, Earth Day, Endangered Species Act, etc). Students will research ways the EPA combats issues today (global warming/climate change) and potential solutions.

LANGUAGE ARTS- Students will read excerpts from Nixon's autobiography.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will create a comic strip/dialogue related to the Watergate Scandal.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION - Students will learn about the hardships of the 1970s economy.

GLOBAL AWARENESS - Students will address the cultural exchanges between the US and the Soviet Union and China due to Nixon's detente.

Learning Plan / Pacing Guide

Time	CP	ICR	RC
	- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.	- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding of previously taught concepts.	-Daily Do Now Options: activate prior knowledge, make connections, or check for understanding of previously taught concepts.
	- Nixon - Domestic / Foreign Policy <ul style="list-style-type: none"> • Detente - Nixon Autobiography excerpt • Guided notes w/ questions • Accomplishments in Domestic & Foreign Policy evaluation w/ brief readings • Lesson on ways the EPA combats issues today such as global warming/climate change. • Activity evaluating the effectiveness of climate change policies and mini-project to propose potential solutions. • Ping Pong Diplomacy Forrest Gump clip • The Presidents Video clip 	- Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions <ul style="list-style-type: none"> - Nixon <ul style="list-style-type: none"> • Timeline assignment and notes on Nixon's Foreign and Domestic Policies • Lesson on ways the EPA combats issues today such as global warming/climate change. • Activity evaluating the effectiveness of climate change policies and mini-project to propose potential solutions. • Nine World Challenge on Nixon's Foreign Policy • Political Cartoon Analysis of Watergate • Watergate Video from CNN and questions. • Venn Diagram comparing the Articles of Impeachment Against Nixon to Clinton • President video clip on Nixon's presidency • Nixon's Watergate webquest 	-Guided notes (fill in during discussion, and relate to both domestic and foreign policy) <ul style="list-style-type: none"> • Ping Pong Diplomacy/China • Environmental Policy • SALT agree to Soviet Union <p>*Preteach key vocabulary: diplomacy, detente</p> <p>- Lesson on ways the EPA combats issues today such as global warming/climate change.</p> <p>- Activity evaluating the effectiveness of climate change policies and mini-project to propose potential solutions.</p> <p>-6 word memoir to Nixon</p>
Week 1	- Watergate <ul style="list-style-type: none"> • Forrest Gump clip • Discussion/Debate on Nixon impeachment • Watergate Video / Website 		

Week 2

- Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions

- Nixon quiz

-Nixon and the Watergate Scandal guided note discussion

-Choice Assignment: script or dialogue act

-Daily exit ticket to understanding of new information

- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.

-Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.

- Ford & Carter

- Guided notes / graphic organizer of domestic & foreign policies
- Grade / evaluate domestic & foreign policy
- The Presidents Video clips
- The Century America's Time: "Starting Over" video clips and guided questions

-Ford and Carter Presidencies

- Graphic Organizer on the domestic policies of Ford and Carter
- Review Viewpoints Activity.
- America's Century Video describing the mood of the decade following Vietnam and Watergate
- Presidential video clips on Ford & Carter
- Comparing foreign policy graphic organizer on Johnson/Nixon/Ford/Carter

-Ford and Carter key events and domestic policies graphic organizer

-Nixon, Ford and Carter alphabet soup assignment

- 1970's Cultural changes

- Roe v. Wade legal arguments assignment
- Other social movements of 1970s guided notes & graphic organizer -LGBT, Environmental, Consumer Safety, continuation of the Civil Rights movement.

-Quiz on the 1970s

-This Century America's Time "Starting Over" video guided questions

-Nixon and 1970s quiz

-Daily exit ticket to understanding of new information

- Nixon & 1970's Quiz

- Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions

Unit 10: Reagan to Clinton

Content Area: **Social Studies**
Course(s): **US HISTORY II**
Time Period: **Marking Period 4**
Length: **1-2 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.CivicsPR.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
SOC.6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
SOC.6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
SOC.6.1.12.EconGE.16.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
SOC.6.1.12.EconNE.15.a	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
SOC.6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
SOC.6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.6.1.12.GeoHE.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

SOC.6.1.12.HistoryCC.14.a	Develop an argument based on a variety of sources that compares George H.W. Bush's Iraqi policy with George W. Bush's.
SOC.6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
SOC.6.1.12.HistoryCC.15.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.HistorySE.15.a	Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
SOC.6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
SOC.6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.HistorySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
SOC.6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
SOC.6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to evaluate America's role in the world regarding nuclear weapons proliferation, radical Islam and terrorism and globalization to help guide their voting in elections and individual activism.

Concepts

Essential Questions

- How did the technological advancements of the 80s and 90s change the way we live?
- How do the economic policies of modern (Reagan) Conservatives differ from liberals?
- How does a President's character determine their success or failure?
- What actions should justify the impeachment of a President?
- What are the positive and negative impacts of globalization?
- What effects (positive & negative) can a President have on a nation?
- What role does the media play in our society?

Understandings

- Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
- Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.
- The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.
- The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.

Critical Knowledge and Skills

Knowledge

Students will know:

- Analyze the Clinton impeachment.
- Analyze the impact of new technology on the way people communicate.
- Analyze the government response to the AIDS crisis.
- Assess the success of Clinton's domestic policy.
- Describe the development of the computer and the internet and its impact on all aspects of society.
- Difference between Liberal and Conservative viewpoints.
- Election of 2000 / GWBush's goals as president.

- Explain how globalization impacts the American economy.
- Explain why Clinton won in 1992.
- Foreign Policy Goals of Clinton.
- Impact of 9/11 / Impact of immigration on American society.
- Reasons for the growth of the Conservative movement in the 1980's and explain how Reagan strengthened this movement.
- Summarize the Persian Gulf War and its results . • how Reagan challenged communism and the Soviet Union.
- The domestic & foreign policy successes and failures of W. Bush.
- Why G. Bush chose to use force in some foreign disputes and not others.
- Why communism collapsed in the Soviet Union.

Skills

Students will be able to:

- Analyze primary sources and secondary sources.
- Apply problem solving to develop solutions.
- Compare present and past events to evaluate consequences of past decisions and to apply lessons learned.
- Define new vocabulary.
- Evaluate multiple perspectives on historical events.
- Evaluating sources for validity and credibility and detect propaganda, censorship, and bias.
- Formulating questions with multiple perspectives.
- Read and interpret charts, graphs, maps.
- Take notes

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- 1980s 6 Word Memoir
- Class Discussions
- Do Nows
- Exit Tickets
- Graphic Organizer
- Reagan Bush Writing Response
- Reagan Jigsaw Activity

- Video Questions from the 80s

School Summative Assessment Plan

- Quiz on the 90s

Primary Resources

- The American Journey Glencoe/McGraw-Hill textbook (RC)
- United States History Pearson Textbook (CP)

Supplementary Resources

- History Channel The Presidents video clips
- PBS The Presidents Clips
- Primary Source - Reagan "Tear Down this Wall" Berlin Speech
- The Century "A New World" video

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

• Edmodo, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.
- ☐ Strategic groups and assigned topics to challenge identified students.
- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice for students that provides a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- ☐ Google Translate - All assignments will be created/translated in the student's native language.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- ☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.

- ☐ Plan for common mistakes and plan for intervention.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ☐ Modified pacing of unit lessons to meet the needs of learners.
- ☐ Individual learning styles will be taken into account when creating lesson activities.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE -

LANGUAGE ARTS- Students will use the writing process to compose well thought out and detailed responses.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Students will see how the end of the Cold War and the fall of the Soviet Union impacted countries around the globe.

Learning Plan / Pacing Guide

Time	CP	ICR	RC
	<p>- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.</p>		<p>- Daily Do Now Options: knowledge, make connect understanding on previous</p> <p>-Ronald Reagan vs. George readings and graphic orga</p>
	<p>- Reagan</p> <ul style="list-style-type: none"> • Guided notes with graphic organizer • Google slide presentation on domestic & foreign policy w/ video clips • Reagan The Presidents video clip • Iran-Contra Presentation & discussion 	<p>- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.</p> <p>- Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions</p>	<ul style="list-style-type: none"> • Read about your a and fill in the corr (pros and cons of l presidencies). After who had the same add to the boxes. I who had a differer your information. MUST be complet
Week 1	<p>- HW Bush</p> <ul style="list-style-type: none"> • PBS Presidents Video on Persian Gulf War • Guided notes / graphic organizer on domestic & foreign policy • The Presidents video clips • End of the Cold War presentation - evaluate implications & future issues <p>- Written evaluation of Reagan & HW Bush</p> <p>- Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions</p>	<p>Reagan</p> <ul style="list-style-type: none"> • Video on Reagan's Leadership • Cornell Styles Notes • 1980s 6 word memoir • Reagan v Bush jigsaw activity • Writing Response evaluating the Presidencies of Reagan and H.W. Bush • Election of 1992 	<p>-Writing Response: Imag weekend you were invitec Hall of Fame banquet to v Reagan or George Bush b opinion, which of them de prestigious honor? Be sur other does not deserve to l your opinion with a minin details per president.</p> <p>-Bill Clinton and the 1990 in blank) and discussion</p> <p>-Unit review activities</p> <p>-Unit quiz</p> <p>- Exit Ticket Options: Sur taught, making connection making predictions</p>

- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.

Week 2

- Clinton Years

- Impeachment - Constitution review, Clinton background, events, articles of impeachment, impact on presidency
- Domestic & Foreign policy - Evaluation of actions taken
- Cultural Changes & Events - Guided notes / graphic organizer w/ video clips

-Daily Do Now Options activate prior knowledge, make connections or check for understanding on previously taught concept.

-Clinton Years

- Guided notes domestic and foreign policy Cornell style.
- Exit Ticket options

-Quiz on the 90s

- Quiz on 80's/90s Years

- Exit Ticket Options:
Summarizing concepts taught, making connections to today, and making predictions

Unit 11: New Century- W. Bush, Obama and Trump

Content Area: **Social Studies**
Course(s): **US HISTORY II**
Time Period: **Marking Period 4**
Length: **1-2 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
SOC.6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
SOC.6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
SOC.6.1.12.EconGE.16.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
SOC.6.1.12.EconNE.15.a	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
SOC.6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
SOC.6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.6.1.12.GeoHE.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
SOC.6.1.12.HistoryCC.15.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.HistorySE.15.a	Explain how and why religious tensions, historic differences, and a western dependence

	on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
SOC.6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
SOC.6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
SOC.6.1.12.HistorySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
SOC.6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
SOC.6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.12.AL.PRSNT.2).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to learn the political, economic, social, cultural, and technological factors that led to the War on Terror, so that in the long run, they will be able to understand the

causes of war and better predict which leaders and decisions are more likely to lead and resolve the deadly conflict.

Concepts

Essential Questions

- Can America kill its way to victory in the War on Terror?
- How is the War on Terror different then previous wars America has fought?
- How should America fight the War on Terror?
- Should the U.S. government be able to infringe upon civil rights to protect its citizens from terrorist attacks?
- What are the reasons why terrorist organizations hate the United States?
- What are the unintended consequences of the global War on Terror?

Understandings

The students will know

- the reasons for the controversy surrounding the 2000 Presidential Election.
- the reasons why radical terrorist groups attacked the United States on 9/11.
- why the United States went to war in Afghanistan.
- why the United States went to war in Iraq.
- the successes and failures of both the war in Afghanistan and Iraq.
- the challenges of fighting a borderless war against terrorist organizations.
- the impact of President Obama's election.
- the goals of the Affordable Care Act.

Students will know the following key terms and people.

Taliban

Saddam Hussein

Osama bin Laden

Bush Doctrine

Al-Qaeda

Weapons of Mass Destruction

ISIS

Drones

Terrorism

Affordable Care Act

Critical Knowledge and Skills

Knowledge

Students will know:

- How the contested 2000 Election created a dialogue about the Electoral process.
- The impact 9/11 had on the United States and the world.
- The affect terrorist acts have on citizens and how the government responds.
- The military action the United States took after 9/11.
- Significance of Barak Obama's 2008 victory.
- The impact of the debate over healthcare that resulted in the Affordable Healthcare Act.

Skills

Students will be able to:

- Analyze primary sources and secondary sources.
- Apply problem solving to develop solutions.
- Compare present and past events to evaluate consequences of past decisions and to apply lessons learned.
- Define new vocabulary.
- Evaluate multiple perspectives on historical events.
- Evaluating sources for validity and credibility and detect propaganda, censorship, and bias.
- Formulating questions with multiple perspectives.
- Read and interpret charts, graphs, maps.
- Take notes

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- 9/11 Discussion Questions
- Class Discussions
- Do Nows
- Exit Tickets
- Graphic Organizers
- ISIS Documentary Questions
- President Obama Webquest
- President Trump Inaugural Questions
- Who, What, Where, When, Why activity on the 2000 Presidential Election

School Summative Assessment Plan

- Quiz on the 2000s/New Century

Primary Resources

- The American Journey Glencoe/McGraw-Hill textbook (RC)
- United States History Pearson Textbook (CP)

Supplementary Resources

- Inside 9/11 National Geographic Documentary
- President's video on Bush, Obama

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

● Edmodo, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses. Teachers may provide additional resources to further challenge advanced readers.
- ☐ Strategic groups and assigned topics to challenge identified students.
- ☐ Within each lesson, the Gift Students are to be given the Enrichment Questions. These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- ☐ Additional practice for students that provides a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.

- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.
- ☐ Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at: Beginning, Intermediate, Advanced
- ☐ Google Translate - All assignments will be created/translated in the student's native language.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest. Teachers may choose to utilize ICR activities with CP students as needed.
- ☐ Teachers may modify pacing to accommodate student needs and review topics from earlier grade levels when data indicates a need.
- ☐ Plan for common mistakes and plan for intervention.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.
- ☐ Modified pacing of unit lessons to meet the needs of learners.
- ☐ Individual learning styles will be taken into account when creating lesson activities.
- ☐ All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE - Students will understand how scientific advances have led to more dangerous and

destructive weapons. These weapons have made America fight pre-emptive wars.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY -

BUSINESS EDUCATION -

GLOBAL AWARENESS - Student will understand how economic and cultural globalization have helped lead to the anti-American feelings and terrorism.

Learning Plan / Pacing Guide

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Time	CP	ICR	RC
	- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.	- "America after 200 years" reading w/questions	- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.
	- 2000 Election - Graphic Organizer & reading on major issues and controversies surrounding the election	- Timeline Sort of the electoral process.	- Election of 2000 controversy graphic organizer
Week 1	- 9/11 & War on Terror <ul style="list-style-type: none"> • Inside 9/11 Documentary • Guided notes & actions taken after attack at home and abroad • Wars in Afghanistan & Iraq Guided notes, discussion questions, and video clips • Obama & War on Terror 	- Who, What, Where, Why and When of the Election of 2000 - Cornell Note Primer on the War on Terror. - Students do key terms/people of the war on terror	- 9/11 and the War on Terror guided notes (fill in blank), discussion, and related activities. - Unit review activities - Unit quiz - Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions

- Politics of 00s - Guided notes & graphic organizer on elections, domestic & foreign policies of Bush & Obama

-Frontline Documentary on the Creation of ISIS

- Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions

-Storybook questions from the War in Afghanistan & Iraq

-Group activity on Terrorist vs. Revolutionaries (PBS lesson)

-Obama webquest

-Obama's speech on race excerpts w/questions

-Trump's victory speech excerpts w/questions

- Daily Do Now Options: activate prior knowledge, make connections, or check for understanding on previously taught concept.

Week 2

- Cultural & Technological Changes

- Graphic organizer of major technological developments & Impacts
- Economic changes of 00s

- Exit Ticket Options: Summarizing concepts taught, making connections to today, and making predictions