



# HS WORLD HISTORY, US History I & II CURRICULUM

Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210

**Revised May 2022**

## World History

## Grade Level -9<sup>th</sup>

Core Instructional Materials	<p><u>World History Interactive</u>, Savvas Learning Company, 2022 (Honors, Advanced)</p> <p><u>World History</u>, Glencoe (2010) (CP, Incl.)</p> <p>Newsela.com</p> <p>Map resources, posters, films and other materials to be used as needed relevant to the lessons</p> <ul style="list-style-type: none"><li>● Classroom instruction and activities will include, where appropriate, curricula on holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28</li></ul> <p>New Jersey Commission on Holocaust Education Resources- NJ Department of Education <a href="http://www.nj.gov/education/holocaust/">www.nj.gov/education/holocaust/</a></p> <ul style="list-style-type: none"><li>● Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52:16A88</li></ul> <p>New Jersey Amistad Commission Resources- NJ Department of Education <a href="http://www.nj.gov/education/amistad">www.nj.gov/education/amistad</a></p> <ul style="list-style-type: none"><li>● 9/11 Scaffolded assignments have been developed for grades 9, 10, 11</li></ul> <p>Additional resources: <a href="http://www.nj.gov/education/holocaust/curriculum/septeleven/">www.nj.gov/education/holocaust/curriculum/septeleven/</a></p> <ul style="list-style-type: none"><li>● Classroom instruction and activities will include, where appropriate, curricula on promoting and highlighting diversity and inclusion as per 18A:35-4.36a</li></ul> <p>Diversity and Inclusion <a href="http://www.newsela.com">www.newsela.com</a> <a href="http://www.learningforjustice.org">www.learningforjustice.org</a> <a href="https://www.scholastic.com/teachers/lesson-plans/teaching-">https://www.scholastic.com/teachers/lesson-plans/teaching-</a></p>
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[content/multiculturalism-and-diversity/  
www.diversebooks.org/](https://www.diversebooks.org/content/multiculturalism-and-diversity/)  
<https://youth.gov/youth-topics/lgbtq-youth/school-experiences>  
<https://learninglab.si.edu/collections/lgbt-rights-and-history/5BHAnX8dNsdAEfGU>  
Individuals with Disabilities  
<https://newsela.com/>  
<https://www.disabilitymuseum.org/dhm/index.html>  
<https://americanhistory.si.edu/disabilityrights/welcome.html>  
<https://getintoit.specialolympics.org/educators/>

### ASSESSMENTS

#### Formative

- Observations during class
- Do now (topic relevant to each day's lesson)
- Homework/Classwork
- Class participation
- Student generated ideas in Venn Diagrams/Graphic Organizers
- CER (claim, evidence, reasoning) prompts
- Close Reading activities
- Various closure activities
- Online simulations
- Written assignments to include graphs, tables
- Student response systems (Kahoot. socrative, plickers)

#### Summative

- Quizzes:
- Tests:

#### Alternative

- Unit Portfolio
- Unit Presentations
- Projects

### MODIFICATIONS

English Language Learners:

- **Teacher tutoring**
- **Peer tutoring**
- **Cooperative learning groups**
- **Modified assignments (ex. Fewer items per page)**
- **Differentiated instruction**
- **Native language texts and native language to English dictionary**
- **Small Group Instruction**
- **Flexible Grouping**
- **Graphic Organizers for periodic table design**
- **Technology Integration**
- **Google translate for written work if needed**
- **Provide clear and specific directions**
- **Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing**
- **Provide class notes ahead of time to allow students to preview material and increase**

**Special Education:**

- **Follow all IEP modifications**
- **Audio books, Movies, and other digital media in lieu of print versions**
- **Oral instructions**
- **Record lessons instead of taking notes**
- **Outlines of lessons**
- **Multisensory Instruction / Multiple modalities**
- **Flexible Grouping**
- **Small Group Instruction**
- **Peer Buddies**
- **Graphic Organizers**
- **Chunking Information**
- **Scaffolded Questioning**
- **Manipulatives**
- **Provide clear and specific directions, orally and in writing**
- **Provide class notes ahead of time to allow students to preview material and**

increase comprehension

- Provide extended time
- Assign peer tutor
- Utilize visual charts/cues

**Students with 504 Plans:**

- Follow all 504 plan modifications
- Study Guide with answers
- Modified tests
- Provide extended time
- Graphic organizers
- Allow for differentiated assessment as long as it meets requirements
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide preferential seating if available and necessary
- Verbal and visual aides
- Verbal testing, if applicable
- Use written directions in addition to oral directions

**Gifted and Talented:**

- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction
- Extension activities such as challenge questions or AP questions
- Opportunities for Critical Thinking embedded in lab activities
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Performance task options to allow expansion on knowledge of element
- Enrichment Activities/Independent research
- Explore real world applications
- Act as a peer buddy

**Students At Risk of School Failure:**

- **Response to Intervention (RTI)**
- **Give every opportunity for success**
- **Involve families in student learning**
- **Provide social/emotional support**
- **Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group Instruction, Peer Buddies)**
- **Provide immediate praise and feedback**
- **Provide road maps or outlines for difficult concepts**
- **Provide sufficient wait time before calling on any student to help keep students who may need more time engaged**
- **Provide clear, achievable expectations; do not lower academic requirements**
- **Create a nurturing environment with structured routines**

**Interdisciplinary Skills**

-NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

-NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

-NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

-NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

-RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

-RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

-WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-

generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

-WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

### **Technology Integration**

- Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.
- Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

- 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

#### **21st Century Skills**

- Creativity
- Critical Thinking
- Communication
- Collaboration
- Life and Career Skills
- Information Literacy
- Media Literacy
- Online Learning

### CAREER READY PRACTICES

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### Pacing Guide

Unit Title	Time Frame
<b>Era 1: Emergence of the Global Age (1350-1770)</b> Part 1: Geography and pre-modern World Cultures (2 weeks); Part 2: The Muslim World and Africa (3 weeks); Part 3: The Early East Asian World (3 weeks)	8 weeks
<b>Era 2: Renaissance, Reformation, Scientific Revolution and Enlightenment (1350-1700)</b> Renaissance & Reformation (2 weeks) Exploration (2 weeks)	6 weeks

Scientific Revolution and Enlightenment (2 weeks)	
Era 3: Age of Revolutions Absolutism and Revolution (3 weeks) Industrial Revolution (3 weeks) Nationalism, Democracy and Imperialism (4 weeks)	10 weeks
Era 4: World Wars – Half a Century of Crisis and Achievement WWI and Russian Revolution (3 weeks) Interwar Period (2 weeks) WWII and the Holocaust (4 weeks)	9 weeks
Era 5: the 20 <sup>th</sup> century since 1945 Cold War (3 weeks) Modern Nations in Africa, Asia and the Middle East (4 weeks)	7 weeks
Era 6: Contemporary Issues	2-4 weeks

<b>Content Area:</b>	<b>World History</b>	<b>Grade(s) 9-12</b>
<b>Unit Plan Title:</b>	<b><u>Era 1: Emergence of the Global Age (1350-1770)</u></b> Part 1: Geography and pre-modern World Cultures (2 weeks); Part 2: The Muslim World and Africa (3 weeks); Part 3: The Early East Asian World (3 weeks)	<b>8 weeks</b>
<b>Unit Goals:</b>	Students will be reintroduced to Geography and the four components of Culture (values, attitudes, customs, artifacts). A brief review of the ancient world including the constructs of the ancient world will be reviewed (cities and city-states; dynasty; polytheism/monotheism; writing & alphabet; legal codes; trade). Legacies of the Greek and Roman Empires as well as legacies of the ancient Chinese Empires reviewed. Early African civilizations and Muslim societies learned. Students will review the various classifications of religion and their role in Culture. Students will identify the six major religions of the world: Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.	

**Standard(s) Number and Description (Established Goals)**

**6.2.12.GeoSV.1.a:** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

**6.2.12.GeoHE.1.a:** Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

**6.2.12.HistoryCC.1.a:** Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

**6.2.12.HistoryCC.1.d:** Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

**6.2.12.HistoryCC.1.e:** Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

**6.2.12.EconGE.1.a:** Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

**6.2.12.HistoryCC.2.b:** Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).

**WHST.9-10.2B**  
**WHST.9-10.2E**  
**AMISTAD**  
**N.J.S.A 18A. 18A35-4:35 Diversity & Inclusion**

**Enduring Understandings:**

Geographic data can be used to analyze spatial patterns.

Human settlement activities impact the environmental and cultural characteristics of specific places and regions.

Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

There are multiple and complex causes and effects of historical events.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups

**Student Learning Goals/Objectives:**

Identify and label the seven continents, four oceans, Prime Meridian, Equator, Lines of Parallel, and International Date Line.  
Explain & develop a visual representation of the four cultural components.  
Classify sources as Primary or Secondary & Construct an argument using Primary & Secondary Sources.  
Understand the ways in which geography helped shape early civilizations  
Define major vocabulary associated with religion and the major world belief systems of Judaism, Christianity, Islam, Hinduism, Confucianism, Buddhism, and Sikhism, as well as ancient animistic religions where applicable  
Complete a Venn Diagram comparing Eastern and Western Religions.  
Compare the teachings of Abraham, Jesus, Muhammad, Buddha, and Confucius.  
Map the spread of religion across the world and identify areas that developed different religions.  
Understand the six major world religions in the modern world and identify their roles and misconceptions in the 21st century.  
Outline and compare the civilizations of Europe, African and Asia.  
Diagram a map of trading kingdoms of Africa, Ancient Greece & Roman empires, and Asia  
Evaluate the standard of living during the golden ages early societies such as the Greek and Roman Empires, Mali, and the Han.  
Write a comparative Essay on Sparta and Athens  
Complete a Webquest centered on an ancient Culture.  
Debate the effectiveness of government types in class.  
Write a comparative essay on ancient and modern cultural components.  
Discuss the philosophical teachings of early world leaders and religious and philosophical systems.  
Chart the decline of early empires.  
Classify the components of a feudal society.  
Map out the spread of the Plague and list reasons for its occurrence.  
Analyze Art from the Middle Ages and extract components of culture.  
Evaluate the standard of living for the average European during the course of the Middle Ages.  
Evaluate the respective identities and roles of males and females in historical societies and religious systems in light of modern social mores

**Suggested Student Learning Assessments and Activities:**

Oral Presentations - Students will present orally on the various types of maps and their uses and functionality in the 21st century world.  
Teacher made summative assessments - Traditional tests, multiple choice, true-false, open ended questions  
Culture Collage - Students will analyze present day magazines and literature to find examples of the four cultural components present within our own culture. Students will categorize and classify this information into a collage.

Student created Vocabulary flip guide - students will create a vocabulary guide using a layout in which the definition is cut out and folded behind the word.

Primary and Secondary Source identification analysis and assessment.

Geographical winners and losers project -Students will explore a country and decide if they have the elements present to be considered a highly successful culture. Students will evaluate resources within a culture and determine their effects on the civilization.

Cultural analysis Matrix: Discuss the four cultural components and associated terminology. Give students a list of cultural traits and allow students time to identify the cultural components associated with each trait.

Give portions of Code of Hammurabi so that students can draw conclusions about the society of the Ancient Babylonians.

Field Trip: University of Pennsylvania Museum of Anthropology and Archaeology. Students will tour various world history exhibits.

Student created website paying tribute to a particular culture of choice.

Comparative Essay - Students will write an essay with emphasis on content knowledge two or more of the major world religions and compare them on an ideological, physical location, and historical scale. Students will be required to identify common themes and major differences found within these religions.

Venn Diagram - Venn Diagrams can be completed by students on two or more major world religions.

Art Activity and slide show - Teacher provided art for students to analyze.

Questions to consider throughout this activity:

- i. What is the subject?
- ii. How does this relate to the Religion?
- iii. What is the artist saying about this religion?

Docu-Film and Analysis

- i. Students can watch Morgan Sperlock's Episode of 30 days which documents a devout Christian living the life of a Muslim.
- ii. "Crescent and the Cross" video and questions

Web Quest - Students will navigate specific internet sources to gather information regarding life during Ancient Greece to produce a written assignment that establishes what they've learned.

Comparative Essays :

- a. Students will write an essay comparing the advantages and disadvantages to living in Ancient Athens and Sparta. Students will be required to back up their argument with facts from their textbook, notes, and lessons.
- b. Write a comparison of architecture found in Washington, D.C. with that of the Ancient Greek and Roman buildings.

Simulation assignments:

- a. Students will run a Senate session of the ancient Romans. Students will be required to take on a role of someone present at a session and role-play the concerns and mannerisms of that person.
- b. Feudalism M&M Game. Students will experience the distribution of wealth during the Middle Ages with candy while role playing the various positions on society.
- c. Feudalism Journals

Timeline Activity:

- a. Students will create timelines for select periods in history detailing achievements and events of the Greeks and Romans.
- b. Elements of a Civilization Museum Walk

Analyze beliefs towards the LGBTQ+ community that existed in the various Classical civilizations.

Compare the Mediterranean civilizations (i.e. Greece & Rome) with Han Dynasty China and the Mauryan Empire in India.

Analyzing documents from the Middle Ages - Students will be given period-specific primary sources that relate to the time period and be required to draw conclusions based on their findings.

Analyze Medieval Artwork compared to renaissance artwork

Teacher made summative assessments - Traditional tests, multiple choice, true-false, open ended questions

**Vocabulary/Key Terms:**

**Geography:**

Geography, Landforms, Latitude, Longitude, Location, Place, GPS, Map, Projections

**Society:**

Kinship, Matrilineal, Patrilineal, Values, Nuclear Family, Extended Family

**Economy:**

Barter, Supply & Demand, Traditional, Command, Market, Mixed

**Government:**

Theocracy, Empire, Law, Responsibilities, Monarchy, Oligarchy, Dictatorship, Democracy, Anarchy

**General Terms:**

History, Political Science, Economics, Sociology, Psychology, Anthropology, Archaeology, Civilizations, Cultural Diffusion

**Time Periods/places:**

Ancient Greece and Rome; ancient to pre-modern Africa; Middle Eastern societies 500-1500 AD; Early China (pre-Tang dynasties including Han)

**Religious Figures**

Jesus, Abraham, Moses, Muhammad, Confucius, Siddhartha Gautama, Brahman, Brahma, Vishna, Shiva, Sikhism Priest

**Religious Places**

Stupas Church Temple Mosque Ganges River Israel Mecca Jerusalem India China Tibet

**Religion**

Monotheism, Polytheism, Atheism, Values, Ritual, Tenet, Afterlife, Judaism, Christianity, Hinduism, Buddhism, Confucianism, Samsara, Karma, Caste System, Brahmins, Kshatriya's, Vaishyas, Shudras, Ethical System, 5 basic relationships, 4 Noble Truths, 8-Fold Path, 5 Pillars of Faith, 10 Commandments, Nirvana, Dalai Lama, Dharma, Torah, Bible, Koran, Vedas, hajj, caliph

**Greek & Roman Figures**

Homer, Socrates, Plato, Aristotle, Alexander the Great, Phillip II, Pythagoras, Heliocentric, Hippocrates, Julius Caesar, Augustus, Ptolemy, Messiah, Pope, Huns, Charlemagne Vassal. Knight. Serf, Apprentice, Journeyman

**Greek & Roman Places**

Polis Acropolis Sparta Athens Parthenon Alexandria Crete Mediterranean Sea Rome Constantinople Manor Holy Roman Empire

**Terms for Greek, Roman, & Middle Ages**

Knossos, Citizen, Phalanx, Legislature, Philosopher, Logic, Rhetoric, Tragedy, Comedy, Iliad, Odyssey, Republic, Consul, Dictator, Plebeian, Tribune, Veto, Legion, Patrician, Imperialism, Aqueduct, Satirize, Mosaic, Inflation, Medieval, Feudalism, Feudal, Contract, Fief, Chivalry, Secular, Papal, Supremacy, Guild, Tenant, farmer

**Terms for Middle Eastern Asia**

The Rise of Islam; Geography of the Middle East; Ottomans; Safavid; Mughals; The Crusades; The Black Death; sultan; mosque; gunpowder empire

**Terms for East Asia**

Dynasty; emperor; imperial; tribute; gentry, dowry, pagoda, steppe, silk road, porcelain, silk, celadon, Hangul, archipelago, Shinto, samurai, bushido, Zen, stupa

**Terms for Africa**

Bedouin, Bantu, Ghana, Mali, Benin, Oba, Mansa Musa, Ibn Battuta Axum, Swahili, patrilineal, matrilineal, griot

<b>Content Area:</b>	<b>World History</b>	<b>Grade 9-12</b>
<b>Unit Plan Title:</b>	<b><u>Era 2: Renaissance, Reformation, Scientific Revolution and Enlightenment (1350-1700)</u></b> Renaissance & Reformation (2 weeks) Exploration (2 weeks) Scientific Revolution and Enlightenment (2 weeks)	<b>6 weeks</b>
<b>Unit Goal:</b>	<b>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affecting issues across time and cultures. Student will trace advancements made in the Renaissance and Reformation to humanism, and its application into scientific and philosophical areas demonstrating ultimately how the Enlightenment challenged traditional order the Europe. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century</b>	
<b>Standard(s) Number and Description (Established Goals)</b>		
<p><b>6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</b></p> <p><b>6.2.12.EconGE.1.a: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society</b></p> <p><b>6.2.12.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</b></p> <p><b>6.2.12.EconGE.1.c: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</b></p> <p><b>6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</b></p> <p><b>6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</b></p> <p><b>6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</b></p> <p><b>6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</b></p> <p><b>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</b></p> <p><b>6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</b></p> <p><b>6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.</b></p>		

**6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).**

**6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.**

**6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.**

**6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.**

**6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).**

**6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.**

**6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.**

**WHST.9-10.10**

**HOLOCAUST**

**AMISTAD**

**N.J.S.A 18A. 18A35-4:35 Diversity & Inclusion**

**Enduring Understandings:**

Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.

Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.

Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture.

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Chronological sequencing serves as a tool for analyzing past and present events.

Complex interacting factors influence people's perspective.

**Student Learning Goals/Objectives:**

Analyze a map of Europe circa 1400-1500

Evaluate the differences between Europe in the Middle Ages and the Renaissance

Analyze the artistic, intellectual and cultural changes of the Renaissance

Understand the differences between the Italian vs. Northern Renaissance

Understand Humanism and its impact

Explain why Martin Luther left the Catholic Church

Understand the Key players of the Reformation and assess their significance

Understand the details and significance of the Catholic Reformation

Explain the causes and effects of the scientific revolution  
Understand the lasting effects of the printing press.  
Understand the causes and effects of the Protestant Reformation.  
Explain the impact of the printing press on the Reformation  
Explain why many groups (gender, religious, other) faced persecution during the Reformation  
Explain how triangular trade worked  
Evaluate the reasons for the Atlantic Slave trade and chattel slavery of Africans  
Understand the nature of the Middle Passage and describe its effects  
Analyze the Motives for exploration including European Exploration of Spain and Portugal  
Evaluate The Impact of exploration  
Understand The Development of Economic systems and the Commercial Revolution  
Understand the Columbian Exchange and its significance for the world  
Describe European contacts with Ming and Qing China  
Analyze the impact of the Atlantic slave trade on West Africa and the Americas  
Describe how scientific innovations led to the Enlightenment  
Explain the political philosophies of Locke, Hobbes, Voltaire, Montesquieu and Rousseau  
Summarize the economic ideas of Adam Smith  
Explain how Enlightenment ideas spread and influenced the arts  
Evaluate the impact of the Enlightenment on the roles and rights of women  
Understand the importance of female monarchs such as Elizabeth I, Catherine the Great and Maria Theresa  
Understand the role of Enlightened despots  
Evaluate modern notions of tolerance and acceptance in the LGBTQ+ and disabled communities with ideas of tolerance in Diderot's "Encyclopedie" and Voltaire's treatise

**Suggested Student Learning Assessments and Activities:**

**DBQ:** Students will examine documents and primary sources to establish a thesis and defend it in a formal writing assignment to be graded by teacher generated rubric.

**Art Gallery Tour** Students will view examples of Medieval and Renaissance artwork. They will identify the components of each and compare and contrast the artwork. This will enable the learner to explore more deeply topics behind time period artwork.

**Renaissance Writers** Students will explore various texts from the Renaissance including: The Prince, The Book of the Courtier Utopia, 95 Theses, Don

Quixote, Twelfth Night, Richard III and Romeo & Juliet. Students will evaluate the differences between the writings and why those writings were important to the time period. Students will also be challenged to evaluate the impact of the printing press.

**Science & Social Studies Science** centers will focus around different ideas and themes of the Scientific Revolution. Students will use class time to explore the different elements of the scientific revolution. Examples: Sir Isaac Newton, Galileo & Gravity, The Scientific Method & Process, Philosophy and Descartes, Boyle's Gas Law, Advancements made in Medicine.

**Ship Logs** Students will research various explorers and create a ship log. The ship log will enable students to demonstrate their understanding of different explorers during the time period.

**Document Based Question** Students will complete a Document Based Research Question. This DBQ will enable students to demonstrate their individual knowledge and ability of primary source documents to make and defend an argument.

**Field Trip** to Philadelphia Museum of Art Students will go to the Philadelphia Museum of Art.

**Journal writing in the perspective of explorers**

**Guns, Germs, and Steel video and questions**

**Mercantilism graphic organizer**

**Explorer journal activity**

**Columbus Day debate**

**Slave Trade web-quest**

**Explorers Facebook project**

**Document Based Question- The Columbian exchange**

**Primary source readings and discussion questions** – Enlightenment philosophers

**Socratic Seminar** Hobbes vs. Locke

**Chapter Test** (multiple choice, fill ins, short answers, map, essay)

**Scientific Revolution “Shark Tank” sales pitch project**

**Enlightenment Test** (primary source analysis and short answer questions)

**Enlightenment DBQ**

### **Other Learning Plans**

1. Use K-W-L charts to assess students prior understand of content.
2. Use thought provoking warm-up questions to engage students.
3. Include multiple reading assessments to accommodate students with different reading abilities.
4. Student reports on achievements of different people during the Renaissance and Exploration time periods.
5. Group based projects and reviews.
6. Clips from the history channel, "Leonardo and the Code he Lived By"
7. Renaissance timeline activity.
8. Section Review/Guided Reading based on student reading ability.

**Vocabulary:**

**People:** Michelangelo, Leonardo Da Vinci, Medici family, William Shakespeare, Niccolo Machiavelli, Baldassare, Castiglione, Albrecht Duer, Hubert Van Eyck, Erasmus, Johann Gutenberg, Martin Luther, John Calvin, Henry VIII, Elizabeth I, Galileo Galilei, Rene Descartes, Francis Bacon, Isaac Newton, Robert Boyle, Henry the Navigator, Vasco da Gama, Chris Columbus, F. Magellan, Vasco Balboa, Bartholomew Diaz, Amerigo Vespucci, Lewis & Clark, Hernan Cortez, The Conquistadors, Moctezuma, Shaka Zulu, Miguel de Cervantes

**Terms:** Patron, Humanism, Humanity, Perspective, Renaissance, Middle Ages, Engraving, Vernacular, Scientific method, Gravity, Hypothesis, Heliocentric, Cartographer, Astrolabe, caravel, scurvy, Circumnavigate Immunity, Missionary, Middle passage, Don Quixote

**Religion:** Indulgences, Recant, Predestination, Theocracy, Lutheranism, Calvinism, Huguenot, Annul, Canonize, Scapegoat, Ghetto, Anabaptist, Catholic Church, English Reformation, Council of Trent, The Inquisition,

**Economy:** Revenue, Compact, Mercantilism, Triangle trade, Repeal, Monopoly, Inflation, Capitalism, Joint stock company, Tariff, Columbian exchange, Commercial revolution, laissez faire, free market, free enterprise system

**Government and society:** Alliance, Civil war, Viceroy, Plantation, Peninsular, Creole, Mestizo, Mulatto, encomienda, chattel slavery, scientific method, popular sovereignty, natural law, philosophe, salon, enlightened despot

<b>Content Area:</b>	<b>World History</b>	<b>Grade 9-12</b>
<b>Unit Plan Title:</b>	<b>Era 3: Age of Revolutions</b> Absolutism and Revolution (3 weeks) Industrial Revolution (3 weeks) Nationalism, Democracy and Imperialism (4 weeks)	<b>10 weeks</b>
<b>Unit Goal:</b>	The goal of this unit will be to have students understand how monarchs centralized power and how the French Revolution reshaped the social and political institutions in Europe, spreading nationalism and influencing democratic movements in other nations. Students will understand how the shift of production from simple hand tools to complex machines and from human and animal power to steam power. This transformation marked a major turning point in history, forever changing the lives of people across the globe. Industrial revolutions led some nations to imperialize and force nations in Africa and Asia to become dependent states, affecting the culture and structure of those indigenous civilizations.	

<b>Standard(s) Number and Description (Established Goals)</b>	
<p>6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).</p> <p>6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.</p> <p>6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.</p> <p>6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.</p> <p>6.2.12.EconGE.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.</p> <ul style="list-style-type: none"> <li>• 6.2.12.EconGE.3.b: Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</li> </ul> <p>6.2.12.EconGE.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p> <p>6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.</p> <p>6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success</p>	

in leading to economic growth and stability.

**6.2.12.HistoryCC.3.b:** Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

**6.2.12.HistoryUP.3.a:** Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

**6.2.12.HistoryCC.3.c:** Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

**N.J.S.A 18A. 18A35-4:35 Diversity & Inclusion**

**WHST.9-10.2B**

**WHST.9-10.2E**

**AMISTAD**

**Enduring Understandings:**

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level

Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.

Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.

Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture

Resources impact what is produced and employment opportunities

Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

To better understand the historical perspective, one must consider historical context.

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts

**Student Learning Goals/Objectives:**

**French Revolution:**

Analyze a map of Europe circa 1550-1800

Evaluate the differences between Absolute and Limited Monarchy

Explain why the Spanish empire declined in the late 1500s

Understand the importance of female monarchs such as Elizabeth I, Catherine the Great and Maria Theresa, and compare to French attitudes about Marie Antoinette

Explain the causes and effects of the English Civil War

Make predictions about the factors that cause revolution among countries

Assess individual differences between enlightened philosophers and how that thinking shaped Europe in the 1700s

Evaluate the causes and effects of the French Revolution

Explain the differences between the three social classes in France

Describe life during the Reign of Terror

Analyze the rights sought and obtained by women in the French Revolution

Explain how Napoleon rose to power

Justify the French Revolution

Analyze a map of Europe circa 1800-1900

### **Industrial Revolution:**

Evaluate the differences between industrial nations and developing nations

Explain why Britain took the lead during the industrial revolution

Explain the causes and effects of the industrial revolution

Make predictions about the factors that cause revolution among countries Assess the successes and failures of nationalism

Explain the advantages and disadvantages of city life in late 1800s Describe the values associated with the middle class

Analyze the application of Social Darwinism, and the impact on the treatment of women, the disabled, and other groups in society

Defend and refute Charles Darwin's theory of Evolution Analyze various forms of art movements: Romanticism, Realism, and Impressionism.

Describe how the Industrial Revolution was linked to imperialism

### **Nationalism, Democracy and Imperialism:**

Summarize how western powers gain global empires

Explain the conditions in Africa and Asia that allowed western nations to make inroads there.

Explain the response of the people of Africa and Asia to western imperialism

Cite reasons in which colonial rule influenced peoples of the countries and territories targeted by imperialists.

Cite the ways in which colonial rule influenced peoples of the countries and territories targeted by imperialists.

Investigate how western domination threatened traditional cultures around the world.

Identify the ways in which imperialism created a new western dominated world economy.

Evaluate actions taken by imperialist nations in terms of universal human rights

Explain the reasons nationalism spread in Europe and the world in the 19th century

Compare the goals of conservatives and liberals in 19th century Europe

Identify the influence of liberty, equality, and nationalism on political revolutions

Describe the causes and result of Europeans revolutions in the 19th century

List the causes of revolutions in Latin America in the 1800s

Identify the factors that promoted German nationalism in the 19th century, and analyze how unification was achieved  
Describe the German empire and its policies in the late 19th century  
List the key obstacle to Italian unification and evaluate the way in which unification was achieved  
Explain how nationalism challenged the Austrian and Ottoman empires in the late 1800s  
Summarize the obstacles to reform and progress in czarist Russia  
Explain the political, economic, and social causes of European imperialism  
Describe the characteristics of imperial rule, and the effects on dominated countries and cultures

**Suggested Student Learning Assessments and Activities:**

**Age of Revolution/French Revolution Suggested Learning Activities:**

**The Trial of King Louis XIV**

Students will participate in a Mock Trial of King Louis XIV. Students will have to understand the various roles and perspectives of the social classes and the politicians of the French Revolution in order to complete this task.

[http://library.thinkquest.org/C006257/revolution/execution\\_louis.shtml](http://library.thinkquest.org/C006257/revolution/execution_louis.shtml)

[http://www.historyguide.org/intellect/louis\\_trial.html](http://www.historyguide.org/intellect/louis_trial.html)

**The Framers Library**

This lesson is designed to introduce students about the role that enlightenment played in shaping the US Constitution. It can be used as a one-day lesson. It has been carefully designed to highlight the three spheres of civic education as detailed by the National Constitution Center; that is, the lesson includes civic knowledge, active citizenship, and democratic deliberation.

The Founders' Library refers to the prior knowledge the Founding Fathers brought to the Philadelphia Convention of 1787. Students will examine these ideas and use them to analyze the Constitution and Bill of Rights. At the same time, students will be considering ideas and information that relate to their own lives.

Students will finish the lesson by considering the idea of prior knowledge. Each student will be asked to think of books, music, movies, or television shows that impact ideas about the United States. The combination of personal experience and the critical examination of the Constitution will allow the students to have a deeper understanding of the creative imagination that was necessary to write and debate the Constitution of the United States

**Revolution Journals**

This task is in connection with English classes. Students are taught what different perspectives are and in their history class they will work collaboratively to create a journal/diary about what life was like for a person in the: First, Second or Third Estate.

**Success or Failure? Enlightenment Debate**

This debate challenges student teams to debate as many reasons as possible why a person, place or thing is the most important success or failure of the Enlightenment.

**Other Learning Plans**

Use K-W-L charts to assess students prior understand of content.

Use thought provoking warm-up questions to engage students.

Include multiple reading assessments to accommodate students with different reading abilities.

Student reports on achievements of different people during the Enlightenment and Revolutions time periods

Group based projects and reviews.

Clips from the history channel, "The French Revolution"

French Revolution timeline activity.

Section Review/Guided Reading based on student reading ability.

**Industrial Revolution:**

**Industrial Revolution DBQ:** Students will use primary sources to evaluate whether the life of factory workers improved or worsened as a result of the Industrial Revolution.

**Industrial Revolution Simulation:** Students will participate in simulation of what working in a factory was life during the late 1800s.

**Art Gallery Tour:** After studying 19th Century art movements such as Romanticism, Realism, Impressionism and Post Impressionism students will exam various art forms.

**Field Trip to Philadelphia Museum of Art:** Students will go to the Philadelphia Museum of Art and examine artwork from the respective time period.

Debate: Social Darwinism and treatment of the disabled in Industrial Society

**Other Learning Plans**

Use K-W-L charts to assess students' prior understanding of content. Use thought provoking warm-up questions to engage students.

Include multiple reading assessments to accommodate students with different reading abilities.

Student reports on achievements of different people during the industrial revolution and imperialism time periods.

Group based projects and reviews. Imperialism timeline activity.

Section Review/Guided Reading based on student reading ability.

**Nationalism, Revolution and Imperialism:**

Using a diagram, show supporters of the new imperialism: bankers, missionaries, manufacturers, merchants & reasons for support.

Introduce a map of modern Africa which shows areas of European control during the age of imperialism.

Develop a role play in which students assume the role of one of the following: A British diplomat in China, A peasant in Taiping Rebellion, A sympathizer with the "self-government movement", A participant in the Boxer Rebellion, Emperor Guang Xa, A member of the Righteous Harmonious Fists, sun Yixuan.

Write a speech in the role of their assigned character, addressing the following question: "What is the best course of action for China?" Speeches should be written as persuasive pieces of propaganda. Students present their speeches and the class evaluates.

Create a chart "The Effects of British Rule," noting benefits and problems associated with British rule.

Create a timeline that shows major events in Chinese History from 1800-1911.

Group Projects -Fictional dialogues between historical figures  
Oral Presentations 32. Teacher made summative assessments  
Art Analysis Project  
Field Trip to Philadelphia Museum of Art  
Biography research assignment  
Selected End Chapter Textbook questions.

### **Revolution Vocabulary:**

#### **People**

Louis XIV, Charles V, Phillip II, Henry IV, Bloody Mary, Tudor, James I, Cavaliers, Roundheads, Maria Theresa, Hapsburgs, Peter the Great, Catherine the Great, Joseph II, William & Mary, Oliver Cromwell, John Locke, Montesquieu, Fredrick II, Voltaire, Diderot, Rousseau, Wollstonecraft, Adam Smith, Ben Franklin, Thomas Jefferson, George Washington, Thomas Hobbes, John Locke, Mozart, Johann Sebastian Bach, Louis XVI, Jean Baptiste Colbert,  
Marie Antoinette, Maximilien Robespierre, Joseph Guillotine, Napoleon Bonaparte, Marquis De Lafayette, Alexander I, Russia, Daniel Defoe, King George III

#### **Terms**

Armada, Intendant, Levee, Puritans, Mercenary, Depopulation, Thirty years war, St. Petersburg, Siberia, Baroque, Rococo, Robinson Crusoe, Salon, Bourgeoisie, Deficit spending, The Clergy, The Nobles, The Third Estate, The Great Fear, Reign of Terror, Plebiscite

#### **Philosophy**

Divine Right, Natural Laws, Social Contract, Philosophy, Laissez Faire, The Spirit of Laws, The Encyclopedia, Natural Rights, Censorship, Enlightened Despots

#### **Government**

Absolute Monarch, Ottoman Empire, Balance of Power, Versailles, Dissenter, Habeas corpus, Limited monarchy, The Long Parliament, English Bill of Rights, Elector, Partition, westernization, Boyars, Separation of Powers, Constitutional Government, Cabinet, Prime Minister, Oligarchy, Political Parties, Tories & Whigs, Popular Sovereignty, French Revolution, Estates General, Tennis Court Oath, The Bastille, National Assembly, Émigré, Republic, Declaration of the rights of Man, Constitution of 1791, Jacobins, Tricolor, Suffrage, Nationalism, Secular, Annex, Blockade, Guerilla Warfare, Abdicate, Legitimacy, Battle of Waterloo, Congress of Vienna 1815, Committee of Public Safety

### **Industrial Revolution Vocabulary:**

#### **People**

James Watt, John Wesley, Adam Smith, Andrew Carnegie, Thomas Malthus, John Stuart Mill, Karl Marx, Alfred Nobel, Michael Faraday, Thomas Edison, Charles Townshend, Henry Ford, Wright Brothers, Guglielmo Marconi, Alfred Krupp, Charles Darwin, Ludwig van Beethoven, Johann Wolfgang von Goethe, Charles Dickens, Claude Monet, George Seurat, Vincent Van Gogh, William IV, Otto von Bismarck, Kaiser William II, Giuseppe Garibaldi, Victor Emmanuel, Francis Joseph, Alexander I & II, Nicholas I, Benjamin Disraeli, Queen Victoria, Napoleon III, Robert Owen, Samuel Morris, Alexander Graham Bell, Rockefeller, Florence Nightingale, Robert Koch, Susan B. Anthony, Elizabeth Candy Stanton, Emmeline Pankhurst

**Terms**

Anesthetic, Morse Code, Telephone, Germ theory, Urban Renewal, Mutual Aid Society, Suffrage, Cult of Domesticity, Atomic Theory, Principals of Geology, Chancellor, Realpolitik, Annex, Kaiser, Reich, Kulturkampf, Anarchist, Emigration, Young Italy, Hapsburg & Ottoman Empires, Balkan, Nationalism, Russian Absolutism, Emancipation, Pogroms, Duma, Bloody Sunday, Rotten Borough, Electorate, Secret Ballot, Repeal, Capital Offense, Penal colony, Absentee Landlord, Home Rule

**Economy**

Industrial Revolution, Enclosure, Smelt, Capital, Factory, Turnpike, Urbanization, Tenement, Labor Union, Spinning Jenny, Railroad, Iron, Steam Engine, Utilitarianism, Child Labor, Working Class, Middle Class, Means of Production, Socialism, Communism, Communist Manifesto, The Wealth of Nations, Standard of Living, Social Welfare, Free Trade, Interchangeable Parts, Assembly Lines, Stock, Corporation, Monopoly, Proletariat, Dynamo, Cartel, Mass Production, Trans Continental Railroad

**Society**

Temperance Movement, Social Darwinism, Racism, On the Origin of Species, Natural Selection, Romanticism, Realism, Impressionism, Post Impressionism

**Imperialism:****White Man's Burden Poetry analysis****Political cartoon analysis****Vocabulary:**

**People:** Menelik I, David Livingston, Mahdi, Muhammad Ali, Robert Clive, Ram Mohun Roy, Sun Yixian, Matthew Perry, Rudyard Kipling, Cecil Rhodes Tokugawa

**Key Concepts:** White Man's Burden, Social Darwinism, Scramble for Africa, Berlin Conference, Sepoy Rebellion, Balance of trade, Opium War, Unequal treaties, Mandate from heaven, Boxer Rebellion, Open Door Policy, Meiji Restoration, Economic Dependence, Modernization, Westernization, Money **Economy**

**Terms** Imperialism, Protectorate Direct/indirect rule, Paternalism, Assimilation, Sphere of influence, Jihad, Missionaries, Elite, Pashas, Genocide, Concessions, Sepoys, Viceroy, Deforestation, Purdah, Trade surplus, Trade deficit, Indemnity, Extraterritoriality, Zaibats

<b>Content Area:</b>	<b>World History</b>	<b>Grade 9-12</b>
<b>Unit Plan Title:</b>	<b>Era 4: World Wars – Half a Century of Crisis and Achievement</b> WWI and Russian Revolution (3 weeks) Interwar Period (2 weeks) WWII and the Holocaust (4 weeks)	<b>9 weeks</b>
<b>Unit Goal:</b>	Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.	
<b>Standard(s) Number and Description (Established Goals)</b>		
<p>6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.</p> <p>•6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.</p> <p>6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.</p> <p>6.2.12.GeoSV.4.b: Determine how geography impacted military strategies and major turning points during World War II.</p> <p>6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.</p> <p>6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.</p> <p>6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.</p> <p>6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p>6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> <p>6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</p> <p>6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both</p>		

## **World Wars.**

**6.2.12.HistoryCC.4.f:** Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.

**6.2.12.HistoryCC.4.g:** Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”

**6.2.12.HistoryCC.4.h:** Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

**6.2.12.HistoryUP.4.a:** Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations

**6.2.12.HistoryUP.4.b:** Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

**6.2.12.HistoryUP.4.c:** Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

**6.2.12.HistoryCA.4.a:** Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.

**6.2.12.HistoryCA.4.b:** Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.

**6.2.12.HistoryCA.4.c:** Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

**WHST.9-10.10**

**WHST.9-10.2B**

**WHST.9-10.2E**

**HOLOCAUST**

**AMISTAD**

**N.J.S.A 18A. 18A35-4:35 Diversity & Inclusion**

## **Enduring Understandings:**

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

Governments around the world support universal human rights to varying degrees.

Geographic data can be used to analyze spatial patterns.

Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.

There are multiple and complex causes and effects of historical events.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

To better understand the historical perspective, one must consider historical context.

Complex interacting factors influence people’s perspective.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

**Student Learning Goals/Objectives:**

**1. WWI and Russian Revolution:**

Explain how imperialism, nationalism and militarism affected Europe and countries around the world.

Identify the key events that sparked WWI

Understand identify how technology impacted fighting in WWI

Explain how WWI was a global conflict

Describe how WWI became a total war and the effects of this in terms of financial costs, high casualty rates, and political impacts

Explain why revolution broke out in Russia in 1917.

Describe the goals and policies of Lenin and the Bolsheviks.

Summarize the outcome of the civil war in Russia

Trace Stalin's rise to power and the characteristics of Soviet society under Stalin

Cite how Communism shaped the political, economic, social and religious aspects of Soviet society.

**2. Interwar Period:**

Explain the role of nationalist leaders in galvanizing change

Analyze the effects of economic and political nationalism on Latin America

Describe how nationalism grew after World War I in the Middle East and Africa.

Specify how World War I strengthened Indian nationalism.

Explain how Gandhi became a national hero.

Identify the goals of Muslims in India.

Identify the problems the new Republic of China faced in the early 1900s

Explain why civil war erupted between the nationalists and communists in China

Summarize the effects of liberal changes in Japans in the 1920s

Describe the rise of extreme nationalism and militarism in Japan

Describe the impact of Japanese invasion of China

Summarize the domestic and foreign policy issues that the western democracies faced after WWI

**3. WWII and the Holocaust:**

Describe the rise of Mussolini and his policies as leader of Italy

Identify the characteristics of totalitarianism and fascism

Summarize the political and economic problems faced by the Weimar Republic

Analyze Hitler's rise to power and the social, economic, and cultural policies of Nazi Germany

Explain why Eastern Europe turned to authoritarian rule in the interwar period

Understand how German aggression led Europe in to WWII and how the Western democracies responded to this aggression

Trace the course of German aggression in Europe

Explain Japanese imperialism in the WWII era and its effects on the war

Identify the roots of Nazi persecution of the Jews

Describe how the Nazis carried out a program of genocide against Jews, the disabled, homosexuals and other targeted groups

Describe the various acts of Jewish and civilian resistance

Summarize the responses of the Allies to the Holocaust

Understand how nations committed all of the resources to fighting WWII

Explain how the Allies pushed back and defeated the Axis powers in WWII

Explain the effects of the atomic bomb on the war

Describe the aftermath of WWII and the founding of the United Nations

#### **Suggested Student Learning Assessments and Activities:**

Use the Internet to research propaganda from the Soviet Union. Students can look at posters, speeches, film clips, et., and then write a brief essay explaining the technique used in the propaganda to influence the public's view of the Soviet Union and its leaders. 38. Use magazine, TV commercials, newspapers, etc. to examine examples of the use of propaganda in the world today.

Show one or more installments of the film "Gandhi", have students complete viewing guides, and discuss the questions on these viewing guides.

Compare and contrast South Africa's apartheid system with Jim Crow.

Compare/contrast the methods/tactics of Mohandas Gandhi with that of Dr. Martin Luther King.

Role Playing: Investigate the Amritsar Massacre of 1919 and make a videotape news report of the incident. Class members can play roles of Indian demonstrators, British soldiers, and news reporters.'

Role Playing: give a speech presenting opposing viewpoints of Jiang Jieshi (Chiang Kai-shek) with Mao Zedong.

Use the Internet to research the nationalist movements of Mexico, China, or an African nation during the early 1900s. Then create a piece of artwork that reflects the ideals of that movement. Artwork may be a sculpture, painting, or mural.

Students use physical and political maps to master knowledge of key features of nationalism in Europe and other continents

Reading of primary source diary accounts of people living in Nazi Germany during the rise of the Nazis and the perpetration of WWII and the Holocaust with reflective writing

Compare and contrast Mussolini and Hitler; compare with Stalin

Group Projects

Fictional dialogues between historical figures

Oral Presentations

Teacher made summative assessments

Biography research assignment

**Vocabulary:**

**People:** Archduke Franz Ferdinand, Lenin, Stalin, Trotsky, Kerensky, Nicholas II, Rasputin, Porfirio, Diaz, Francisco, Madero, Zapatistas, Venustiano, Carranza, Diego Rivera, Mohandas Gandhi, Mohammed Ali, Jinnah Pundit, Nehru, Sun Yixian, Jiang Jieshi, Mao Zedong, Benito Mussolini, Adolf Hitler, Neville Chamberlain, Winston Churchill, Franklin Roosevelt, Hideki Tojo

**Key Concepts:** Communism, Marxism, Good Neighbor Policy, The Long March, Communists vs. Nationalists(China), Hindi vs. Muslims (India), soviet, bolshevism, collectivization, the Great Purge, fascism, totalitarian state, appeasement, anti-semitism, genocide

**General Terms:** alliance, entente, militarism, neutrality, trench warfare, stalemate, zeppelin, u-boat, convoy, total war, conscription, propaganda, self-determination, armistice, Fourteen Points, reparation, collective security, mandate, bolshevik, soviet, Czar, Proletariat, Soviet, N.E.P., Command economy, Collective, Kulak, propaganda, Totalitarian state, Atheism, Social realism, russification, Comintern, Independence, Nationalization, Economic Nationalism, Apartheid, Negritude, Pan Arabism, Amritsar massacre, Civil disobedience, Indian National Congress, African National Congress, Boycott, Kuomintang, Black Shirt, censorship, hyperinflation, Third Reich, Gestapo, Nuremberg Laws, appeasement, Axis Powers, Anschluss, Nazi-Soviet Pact, blitzkrieg, Vichy, concentration camp, Holocaust, crematorium, Auschwitz, island hopping, kamikaze

<b>Content Area:</b>	<b>World History</b>	<b>Grade 9-12</b>
<b>Unit Plan Title:</b>	<b>Era 5: the 20<sup>th</sup> century since 1945</b> <b>Cold War (3 weeks)</b> <b>Modern Nations in Africa, Asia and the Middle East (4 weeks)</b>	<b>7 weeks</b>
<b>Unit Goal:</b>	<b>Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.</b>	

<b>Standard(s) Number and Description (Established Goals)</b>
<p>6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.</p> <p>6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protect</p> <p>6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.</p> <p>6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).</p> <p>6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).</p> <p>6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p> <p>6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism.</p> <p>6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.</p> <p>6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p> <p>6.2.12.HistoryCC.5.b: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>6.2.12.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.2.12.HistoryCC.5.d: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.</p> <p>6.2.12.HistoryCC.5.f: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war,</p>

the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East)

6.2.12.HistoryCC.5.g: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.

6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.2.12.HistoryCA.5.a: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

WHST.9-10.10

WHST.9-10.2B

WHST.9-10.2E

HOLOCAUST

AMISTAD

N.J.S.A 18A. 18A35-4:35 Diversity & Inclusion

#### **Enduring Understandings:**

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

Governments around the world support universal human rights to varying degrees.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems

Geographic data can be used to analyze spatial patterns.

Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).

Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

Chronological sequencing serves as a tool for analyzing past and present events.

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

There are multiple and complex causes and effects of historical events.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

**Student Learning Goals/Objectives:**

**1. Cold War:**

Summarize how the outcome of WWII contributed to the Cold War

Identify continuing Cold War conflicts in Europe

Explain how the Cold War became a global conflict

Compare the US and the Soviet Union in the Cold War

Evaluate Soviet oppressionist policies regarding religious freedom, sexual identity and freedom, and civil liberties

Describe how Japan changed after WWII

Analyze how Mao Zedong transformed China into a communist state

Describe China's role in the Cold War

Describe the impact of the Cold War on Asian nations including Korea and Indochina

Understand the decline of communist nations like the Soviet Union and the reform movements introduced as a result

Describe the collapse of communism in Eastern Europe and the Soviet Union

Evaluate how the end of the Cold War affected the remaining communist nations, Eastern Europe, and the United States

**2. Latin America:**

Evaluate how movements for independence started and ended in Latin American nations

Explain the impact of independence on Latin American economies, governments and social systems

**3. Asian Nations:**

Explain how independence led to the partition of India

Define the role of South Asia in the Cold War

Explain the impact of independence on the nations of South Asia

Describe how China moved toward a market economy without allowing democratic reform

Explain social and economic reforms in modern India

**4. African Nations:**

Summarize how African nations won independence

Analyze issues facing new African nations and the different paths they took

Identify examples of and summarize the reasons for ethnic conflict and genocide in African nations

Summarize the struggle for equality in South African and how Nelson Mandela led resistance efforts

Evaluate South African attitudes against homosexuality in the modern era

Describe how African nations developed their economies, and the challenges African nations face

### 5. **Middle East Nations:**

Analyze the development of modern nations in the Middle East  
Describe the founding of Israel and the impact of the Arab rejection of Israel  
Understand how oil has affected nations of the Middle East  
Examine the impact of Islam on government, law and the lives of women  
Define the “Arab Spring”  
Explain the ongoing Israeli-Palestinian conflict and the obstacles to peace  
Explain the causes and effects of conflicts in Lebanon and Syria  
Understand why Iraq became a battleground  
Evaluate modern treatment of women in Middle Eastern societies  
Analyze gender roles and identities in Middle Eastern societies

### **Suggested Student Learning Assessments and Activities:**

#### **1. Cold War:**

Map the location of the “Iron Curtain” and label the NATO and Warsaw Pact countries  
Map the zones of Germany and Berlin after WWI and the Allied nations that controlled each  
Compare and contrast life in West Berlin and East Berlin at the time of the Berlin airlift and subsequent wall  
Read diary accounts of individuals living on western and eastern sides of Germany; compare and contrast lifestyles and viewpoints  
Create two propaganda brochures: one representing western/capitalist POV on Cold War and other representing Eastern/communist POV  
Cooperative Learning/Research Projects on the “hotspots” of the Cold War with Slides presentations or newspaper articles summarizing each  
Use the Circle Write Strategy to respond to writing prompts about life in the world after WWII  
Reflective writing about Mao Zedong philosophy/quote  
Compare lifestyles and perspectives in individualism/West and collectivism/East  
Compare and contrast Soviet and Chinese communism  
Quiz game with student generated questions and answers about factual questions of the Cold War  
Research humanitarian aid in modern situations around the world after WWII; have students devise a place and system to bring humanitarian aid to a society or community in today’s world  
Create a graphic organizer recording the causes and effects of Indian partition after WWII

#### **2. Asian Nations:**

Cooperative Learning Projects researching modern Asian nations in terms of government, economic, religion and culture with students presentations; Create a mural reflecting diversity of modern Asian nations  
Students will write a short essay supporting or opposing the rearmament of Japan Create a poster that supports one of the programs introduced by the People’s Republic.  
Make a chart highlighting the strengths, development, leadership of each of the 4 Asian Tigers: Hong Kong, Taiwan, Singapore, and South Korea.

Write a nomination for Nobel Peace Prize winners including: Aung San Suu Ky, Gandhi, Martin Luther King, Nelson Mandela. Etc.  
Watch video of Tiananmen Square and “Tank Man”; Have students reflect on what is going on and why the “Tank Man” is acting the way he is; predict consequences of these actions

### **3. Latin America:**

Divide students into groups to create a graphic organizer on one of the following topics facing modern Latin America. Have each group present their findings to one another for explanation and discussion. a. Postwar problems b. Competing ideologies c. Rise and fall of military regimes d. Economics e. Women f. Religion g. Changing social patterns in Latin America

Have students share examples they find representing each area of fine arts as it relates to Latin American culture.

Do internet research to debate issues of economic development vs. environmental protection as related to Latin America.

Analyze statistical information on a set of Latin American countries and assess correlations (e.g.: birth rate, infant mortality, live expectancy).

Choose one of the Latin American countries and research its economic and political development from the 1990s to the present.

Fill in a political map to include: Mexico, Guatemala, Honduras, Belize, El Salvadore, Nicaragua, Costa Rica, Panama, Chile, Peru, Columbia, Ecuador, Brazil, Argentina, Gulf of Mexico, Caribbean Sea, Pacific Ocean, Amazon River, Andes Mts.

### **4. African Nations:**

Draw a political cartoon depicting the relationship between African nations and “competing” superpowers vying for influence.

Design a travel brochure for tourist visiting specific African nations

View segments of “Cry Freedom” or other Apartheid video. Draw parallels and note differences between South African Apartheid and Jim Crow segregation. Compare the legacies of both. View segments of “Hotel Rwanda”, complete film guides, and later compare/contrast genocides in various parts of the world.

Hold a mock meeting of major African nations to discuss major issues facing their nation and action they would like the United Nations to take.

Use an almanac to compare and contrast statistics on progress of developing African nations.

Analyze literary piece by distinguished modern African writers such as: Chinua Achebe(Nigeria)

Nadine Gordimer (S. Africa) Naguib Mahfouz (Egypt), Sembene Ousmane (Senegal), Okot p’Bitek (Uganda), Wole Soyinka (Nigeria).

Have students create a powerpoint on either the art of or music of Africa and its worldwide influence.

Complete a political map of Africa.

Mental mapping: Teacher will name a country in Africa and students will verbally respond with their relative location-N, S, E, W, African Horne, Central, Sub-Saharan, etc.

Current Events disparate treatment of LGBTQ+ groups in South Africa

### **5. Middle East Nations:**

Using a case study approach (i.e. Lebanon, Iran, Sri Lanka, Pakistan, Afghanistan, India, etc.) identify the causes and effects of civil wars and/or revolutions that have plagued the Middle East.

Explain how diversity and nationalism shape the Middle East.

Describe the global impact of natural resources of the Middle East.

Identify social and religious conflicts influencing the Middle East today with an emphasis on the on-going Arab Israeli conflict and the Persian Gulf.

Produce a map of South Asia and the Middle East including: A. Egypt, Sinai Peninsula, Israel, Gaza Strip, West Bank, Jordan, Lebanon, Syria, Saudi Arabia, Iraq, Iran, Turkey, Red Sea, Persian Gulf, Arabian Sea.

Make a map of North Africa and Middle East highlighting areas that are oil-producing.

Make a chart or graph showing the percentage of oil provided by OPEC nations, from greatest to least.

Select individual students to represent different countries of the Middle East. Discuss problems and possible solutions in "Round Robin" format.

Make a chart comparing the population, government and economy and critical issues of Turkey, Egypt and Iran. Divide the class into thirds and have them generate "Jeopardy" questions based on their country's chart statistics.

Current events - women rights and roles in Middle Eastern nations

### **Group Projects**

**Fictional dialogues between historical figures**

**Oral Presentations**

**Teacher made summative assessments**

**Biography research assignment**

**Selected End Chapter Textbook questions**

Vocabulary:

**People:** Harry Truman, John F. Kennedy, Nikita Kruschchev, Mao Zedong, Kim Il Sung, Pol Pot, Mikhail Gorbachev, Jawaharlal Nehru, Indira Gandhi, Aung San Suu Kyi, Benigno Aquino, Deng Xiaoping, Mother Teresa, Charles DeGaulle, Lech Walesa, Kwame Nkrumah, Jomo Kenyatta, Hutus, Tutsis, Julius Nyerere, Wangari Maathi, Nelson Mandela, F.W. de Klerk, Desmond Tutu, General Ibrahim, Babangida, Ken Saro-Wiwa, Mobutu Sese Seko, Laurent Kabila, Robert Mugabe, Joshua Nkomo, Golda Meir, Anwar Sadat, Ruhollah Khomeini, Yasir Arafat, Yitzhak Rabin, Saddam Hussein

**Concepts:** Truman Doctrine, Marshall Plan, NATO, Warsaw Pact, Cold War, Dependency, Great Leap Forward, Cultural revolution, glasnost, perestroika, Apartheid, African National Congress, Modernization, Tribalism, Border disputes, Civil wars, Segregation, Political instability, Military leaderships

**Terms:** detente, interdependence, recession, segregation, discrimination, European Union, collectivization, demilitarized zone, domino theory, Viet Kong, Tet Offensive, Khmer Rouge, partition, Sikh, Tiananmen Square, one-child policy, sustainable development, AIDS, Epidemic, One-party system, Mixed economy, Desertification, Diversification, Cash crop, Genocide, theocracy, secular, hejab, weapon of mass destruction

<b>Content Area:</b> World History	<b>World History</b>	<b>Grades 9-12</b>
<b>Unit Plan Title:</b>	<b><u>Era 6: Contemporary Issues</u></b>	<b>2 weeks</b>
<b>Unit Goal:</b>	<b>Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.</b>	
<b>Standard(s) Number and Description (Established Goals)</b>		
<p>6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.</p> <p>6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.</p> <p>6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p>6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.</p> <p>6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies</p> <p>6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.</p> <p>6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.</p> <p>6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.</p> <p>6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity</p> <p>WHST.9-10.10  WHST.9-10.2B  WHST.9-10.2E  HOLOCAUST  AMISTAD  N.J.S.A 18A. 18A35-4:35 Diversity &amp; Inclusion</p>		

**Enduring Understandings:**

Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.

Governments around the world support universal human rights to varying degrees

Human and civil rights support the worth and dignity of the individual.

Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.

Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Governments around the world support universal human rights to varying degrees.

Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

**Student Learning Goals/Objectives:**

Understand how people in developing nations have tried to build strong economies

Describe obstacles to development in parts of the world

Explain how development is changing patterns of life in the developing world

Examine social, political, and economic trends in Europe since the Cold War

Analyze Russia's evolving role in the world since the end of the Soviet Union

Evaluate South African attitudes against homosexuality in the modern era

Describe the challenges facing nations like the US in the 21st century

Summarize economic developments in Asia

Explain how investment and trade have tied global economies together

Describe how international organizations and treaties promote economic ties

Analyze the costs and benefits of globalization

Explain the impact of poverty, disasters, and diseases on nations around the world

Describe global efforts to protect human rights

Evaluate the environmental challenges facing the world

Explain how nuclear, biological, and chemical weapons threaten international security

Analyze the risk of aggression by China, Russia, and states such as Iran and North Korea

Explain concerns over cyber-security

Describe the exploration of space and the innovations that have resulted

Analyze the development and impact of computer technology and telecommunications

Summarize key advancements in medicine and biotechnology

Evaluate opportunities for people with disabilities in developing nations

**Suggested Student Learning Assessments and Activities:**

Create a word map for “developing world”

Identify causes and effects of globalization in developing countries

Have students create headline and newspaper articles about populations and population growth in developing countries they have learned about

Have students write appeals to seek support for rising populations in developing countries and present them to the class

Graffiti Concepts strategy - students create a phrase to represent a concept from this unit such as the lives of children in developing countries; student can create “graffiti” on paper, on the board or in a shared Power Point

Have students write headlines to capture the evolution of the European Union as it grows that captures what is happening

Rank It Strategy - students rank key events in the expansion of the European Union and other events in Europe such as ethnic cleansing, sieges, massacres, alliances, bombings

Evaluate the pros and cons of globalization and write a position essay for or against

Identify cause and effect of outsourcing and write a position paper for either side

Create a display of environmental problems in the world with causes and solutions

Team Activity for the Universal Declaration of Human Rights - each team assigned one of the articles and investigates the rights of this article and reports back to class as to the meaning of the article, the agreement or disagreement with it, and an illustration of how it is used and how it is opposed or violated

Create an interactive display of examples of terrorism around the world which reflects that it is not unique to any one culture, and the identifies key characteristics of terrorism

Mock Interview - with a person from the past about space exploration and technology

Make predictions - the future of the Internet including advantages and disadvantages of the technology

Innovation Factory - students take on role of scientists of the future and brainstorm/innovate solutions to energy that will minimize negative environmental consequences

Current events - rights and roles of LGBTQ+ people and individuals with disabilities

International collaboration with students from a foreign country to create plan of action for problem-solving contemporary issues

Group Projects

Fictional dialogues between historical figures

Oral Presentations

Teacher made summative assessments

Biography research assignment

Selected End Chapter Textbook questions

**Vocabulary, People and Concepts:**

development, literacy, developing world, command economy, mixed economy, globalization, fundamentalist, shantytown, european Union, euro,

multiethnic, Good Friday Agreement, oligarch(y), Vladimir Putin, autocracy, interdependence, outsourcing, multinational corporation, World Trade Organization, protectionism, sustainability, epidemic, pandemic, famine, refugee, indigenous people, deforestation, erosion, global warming, terrorism, al-Qaeda, Taliban, ISIS, cyberwarfare, cyber-security, artificial satellite, International Space Station, internet, biotechnology, laser, genetics, genetic engineering



# HS US HISTORY I CURRICULUM

**Middle Township Public Schools United**  
**States History I Curriculum**

<b>Grade Level and Content:</b>	10th, US History I
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**Scope and Sequence**

<b>Unit</b>	<b>Marking Period</b>	<b>Estimated Pacing</b>
Colonization and Settlement	1	9 weeks
Revolution and New Nation	2	9 weeks
Expansion and Reform	3	9 weeks
Civil War and Reconstruction	4	4-5 weeks
Development of the Industrial US	4	4-5 weeks

## Unit 1: Colonization and Settlement (1585-1763)

<b>Content Area</b>	United States History I	Grade: 10th
<b>Unit Plan Title</b>	Colonization and Settlement	
<b>Unit Topics</b>	North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.	
<b>Standards Number and Description (Established Goals)</b>		
<ul style="list-style-type: none"> <li>• 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</li> <li>• 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.</li> <li>• 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).</li> <li>• 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period contexts.</li> <li>• 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.</li> </ul> <p>6.1.12.HistorySE.14a: Explore the various ways women, racial and ethnic minorities, the LBGTQ community, and individuals with disabilities have contributed to the American economy, politics and society.</p>		
<b>Technology Standard(s) Number and Description</b>		
<p>TECH.8.1.12.B – Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p>TECH.8.1.12.B.CS1 – Apply existing knowledge to generate new ideas, products or processes.</p> <p>TECH.8.1.12.B.CS2 – Create original works as a means of personal or group expression</p> <p>TECH.8.1.12.C.CS2 – Communicate information and ideas to multiple audiences using a variety of media and formats.</p> <p>TECH. 8.1.12.C.CS4 – Contribute to project teams to produce original works or solve problems.</p> <p>TECH.8.2.12.B.4 – Investigate a technology used in a given period of history, e.g., industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</p>		

## **Interdisciplinary Standard(s) Number and Description**

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

18A:35:28 Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocide studies and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible.

18A:52:16A88 Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to the United States.

18A:35-4.35-6 Classroom instruction and activities will include, where appropriate, curricula on promoting and highlighting the contributions of LGBTQ+ and persons with disabilities.

These mandates contribute to a well-rounded education, and fosters a student population that:

- Values diversity and appreciates different cultural, ethnic, and religious backgrounds
- Recognizes and values differences in abilities and gender.
- Is civic minded, globally aware, and socially responsible

## **21<sup>st</sup> Century Connections (P21 Framework- Partnership for 21<sup>st</sup> Century Learning):**

### **Interdisciplinary Themes:**

Global Awareness

Environmental Literacy

Civic Literacy

Financial, Economic, Business and Entrepreneurial Literacy

### **21<sup>st</sup> Century Skills**

Critical Thinking and Problem Solving

Creativity and Innovation

Communication and Collaboration

Flexibility and Adaptability

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

Informational Literacy Skills

Media Literacy Skills

Information, Communication, and Technology Literacy (ICT)

## Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively with reason
- CRP5. Consider the environmental, social and economic impacts of decisions
- CRP6. Demonstrate creativity and innovation
- CRP7. Employ valid and reliable research methods
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership, and effective management
- CRP11. Use technology to enhance productivity
- CRP12. Work productively in teams while using cultural global competence

### **Students will be able to:**

- Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- Analyze how gender, property ownership, religion, and legal status affected political rights.
- Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
- Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies
- Explain the consequences to Native American groups of the loss of their land and people
- Students should analyze the Amistad case, using primary materials to examine the manner in which the enslaved Africans were portrayed by both sides in attempt to curry popular favor.

### **Formative Assessments**

- Homework
- Class work
- Teacher observation
- Group participation
- Do-now
- Notebook assessment
- Project presentations
- Class discussions

<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>• Students will compare and contrast political ideas.</li> <li>• Students will construct an expository (point of view) essay in which they will examine the views of the present day political parties.</li> <li>• Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period. <ul style="list-style-type: none"> <li>• Tests, quizzes, benchmarks, document-based writing assignments</li> </ul> </li> </ul>	
<b>Alternative:</b> Portfolios, Projects, Student Presentations	
<b>Teaching and Learning Actions:</b>	
<b>Review Games</b>	By using review games, the students will be able to practice concepts with their peers. They will also be able to review major concepts and vocabulary from the unit before taking a formal assessment.
<b>Guided Notes</b>	Teachers should use guided notes to help students organize content. These notes should include vocabulary, examples, and key concepts and ideas.
<b>Activators</b>	Each day teachers should open the lesson with an activator. This will help students review and preview content. This should be a “Do Now” document.
<b>High Level Writing Assignments</b>	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
<b>Resources</b>	
Prentice Hall United States History Textbook New Jersey Commission on Holocaust Education Resources- NJ Department of Education <a href="http://www.nj.gov/education/holocaust/">www.nj.gov/education/holocaust/</a> New Jersey Amistad Commission Resources – NJ Department of Education	

## Unit 2: Revolution and the New Nation (1754-1820's)

<b>Content Area</b>	United States History I	Grade: 10th
<b>Unit Plan Title</b>	Revolution and the New Nation	
<b>Unit Topics</b>	<p>The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.</p>	

## Standards Number and Description (Established Goals)

- 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.
- 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.EconET.2.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

**Technology Standard(s) Number and Description**

TECH.8.1.12.B – Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS1 – Apply existing knowledge to generate new ideas, products or processes.

TECH.8.1.12.B.CS2 – Create original works as a means of personal or group expression

TECH.8.1.12.C.CS2 – Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH. 8.1.12.C.CS4 – Contribute to project teams to produce original works or solve problems.

TECH.8.2.12.B.4 – Investigate a technology used in a given period of history, e.g., industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

**Interdisciplinary Standard(s) Number and Description**

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

18A:35:28 Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocide studies and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible.

18A:52:16A88 Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to the United States.

18A:35-4.35-6 Classroom instruction and activities will include, where appropriate, curricula on promoting and highlighting the contributions of LGBTQ+ and persons with disabilities.

These mandates contribute to a well-rounded education, and fosters a student population that:

- Values diversity and appreciates different cultural, ethnic, and religious backgrounds
- Recognizes and values differences in abilities and gender.
- Is civic minded, globally aware, and socially responsible

**21<sup>st</sup> Century Connections (P21 Framework- Partnership for 21<sup>st</sup> Century Learning):**

**Interdisciplinary Themes:**

- Global Awareness
- Environmental Literacy
- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy

**21<sup>st</sup> Century Skills**

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Communication and Collaboration
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility
- Informational Literacy Skills
- Media Literacy Skills
- Information, Communication, and Technology Literacy (ICT)

**Career Ready Practices**

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills
- CRP4.** Communicate clearly and effectively with reason
- CRP5.** Consider the environmental, social and economic impacts of decisions
- CRP6.** Demonstrate creativity and innovation
- CRP7.** Employ valid and reliable research methods
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9.** Model integrity, ethical leadership, and effective management
- CRP11.** Use technology to enhance productivity
- CRP12.** Work productively in teams while using cultural global competence

**Students will be able to:**

- Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- Analyze how gender, property ownership, religion, and legal status affected political rights.
- Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
- Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies
- Explain the consequences to Native American groups of the loss of their land and people
- Students should analyze the Amistad case, using primary materials to examine the manner in which the enslaved Africans were portrayed by both sides in attempt to curry popular favor.

**Formative Assessments**

- Homework
- Class work
- Teacher observation
- Group participation
- Do-now
- Notebook assessment
- Project presentations
- Class discussions

**Summative Assessments**

- Students will compare and contrast political ideas.
- Students will construct an expository (point of view) essay in which they will examine the views of the present day political parties.
- Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period.
  - Tests, quizzes, benchmarks, document-based writing assignments

**Alternative:** Portfolios, Projects, Student Presentations

**Teaching and Learning Actions:**

<b>Review Games</b>	By using review games, the students will be able to practice concepts with their peers. They will also be able to review major concepts and vocabulary from the unit before taking a formal assessment.
<b>Guided Notes</b>	Teachers should use guided notes to help students organize content. These notes should include vocabulary, examples, and key concepts and ideas.
<b>Activators</b>	Each day teachers should open the lesson with an activator. This will help students review and preview content. This should be a “Do Now” document.
<b>High Level Writing Assignments</b>	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
<b>Resources</b>	

Prentice Hall United States History Textbook

New Jersey Commission on Holocaust Education Resources- NJ Department of Education [www.nj.gov/education/holocaust/](http://www.nj.gov/education/holocaust/)

New Jersey Amistad Commission Resources – NJ Department of Education

## Unit 3: Expansion and Reform (1801-1861)

<b>Content Area</b>	United States History I	Grade: 10th
<b>Unit Plan Title</b>	Expansion and Reform	
<b>Unit Topics</b>	Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.	
<b>Standards Number and Description (Established Goals)</b>		
<ul style="list-style-type: none"> <li>• 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.</li> <li>• 6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</li> <li>• 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).</li> <li>• 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</li> <li>• 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</li> <li>• 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries. Resources impact what is produced and employment opportunities.</li> <li>• 6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.</li> <li>• 6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.</li> <li>• 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.</li> <li>• 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).</li> <li>• 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.</li> </ul>		

- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

### **Technology Standard(s) Number and Description**

TECH.8.1.12.B – Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS1 – Apply existing knowledge to generate new ideas, products or processes.

TECH.8.1.12.B.CS2 – Create original works as a means of personal or group expression

TECH.8.1.12.C.CS2 – Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH. 8.1.12.C.CS4 – Contribute to project teams to produce original works or solve problems.

TECH.8.2.12.B.4 – Investigate a technology used in a given period of history, e.g., industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

### **Students will be able to:**

- Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- Analyze the various rationales provided as a justification for slavery.
- Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.
- Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- Determine the impact of religious and social movements on the development of American culture, literature, and art.
- Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- Assess the impact of Western settlement on the expansion of United States political boundaries.
- Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

## **Interdisciplinary Standard(s) Number and Description**

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RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

18A:35:28 Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocide studies and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible.

18A:52:16A88 Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to the United States.

18A:35-4.35-6 Classroom instruction and activities will include, where appropriate, curricula on promoting and highlighting the contributions of LGBTQ+ and persons with disabilities.

These mandates contribute to a well-rounded education, and fosters a student population that:

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- Is civic minded, globally aware, and socially responsible

## **21<sup>st</sup> Century Connections (P21 Framework- Partnership for 21<sup>st</sup> Century Learning):**

### **Interdisciplinary Themes:**

Global Awareness

Environmental Literacy

Civic Literacy

Financial, Economic, Business and Entrepreneurial Literacy

## **21<sup>st</sup> Century Skills**

Critical Thinking and Problem Solving

Creativity and Innovation

Communication and Collaboration

Flexibility and Adaptability

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

Informational Literacy Skills

Media Literacy Skills

Information, Communication, and Technology Literacy (ICT)

## **Career Ready Practices**

**CRP1.** Act as a responsible and contributing citizen and employee

**CRP2.** Apply appropriate academic and technical skills

**CRP4.** Communicate clearly and effectively with reason

**CRP5.** Consider the environmental, social and economic impacts of decisions

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**CRP7.** Employ valid and reliable research methods

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them

**CRP9.** Model integrity, ethical leadership, and effective management

**CRP11.** Use technology to enhance productivity

**CRP12.** Work productively in teams while using cultural global competence

## **Formative Assessments**

- Homework
- Class work
- Teacher observation
- Group participation
- Do-now
- Notebook assessment
- Project presentations
- Class discussions

## **Summative Assessments**

- Students will compare and contrast political ideas.
- Students will construct an expository (point of view) essay in which they will examine the views of

the present day political parties.

- Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period.
  - Tests, quizzes, benchmarks, document-based writing assignments

**Alternative:** Portfolios, Projects, Student Presentations

**Teaching and Learning Actions:**

<b>Review Games</b>	By using review games, the students will be able to practice concepts with their peers. They will also be able to review major concepts and vocabulary from the unit before taking a formal assessment.
<b>Guided Notes</b>	Teachers should use guided notes to help students organize content. These notes should include vocabulary, examples, and key concepts and ideas.
<b>Activators</b>	Each day teachers should open the lesson with an activator. This will help students review and preview content. This should be a “Do Now” document.
<b>High Level Writing Assignments</b>	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
<b>Resources</b>	Prentice Hall United States History Textbook New Jersey Commission on Holocaust Education Resources- NJ Department of Education <a href="http://www.nj.gov/education/holocaust/">www.nj.gov/education/holocaust/</a> New Jersey Amistad Commission Resources – NJ Department of Education

## Unit 4: Civil War and Reconstruction (1850-1877)

<b>Content Area</b>	United States History I	Grade: 10th
<b>Unit Plan Title</b>	Civil War and Reconstruction	
<b>Unit Topics</b>	The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.	
<b>Standards Number and Description</b>		
<ul style="list-style-type: none"> <li>• 6.1.12.CivicsDP.4.a: Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.</li> </ul>		

- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war. Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
- 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war. Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South. There are multiple and complex causes and effects of historical events.
- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.

**Students will be able to:**

- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- Evaluate how political and military leadership affected the outcome of the Civil War.
- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
- Assess the role that economics played in enabling the North and South to wage war.
- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War
- Analyze the impact of population shifts and migration patterns during the Reconstruction period
- Explain why the Civil War was more costly to America than previous conflicts were.
- Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
- Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
- Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- Compare and contrast economic development of the North, South, and West in the post-Civil War period.

**Technology Standard(s) Number and Description**

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TECH.8.1.12.B.CS1 – Apply existing knowledge to generate new ideas, products or processes.

TECH.8.1.12.B.CS2 – Create original works as a means of personal or group expression

TECH.8.1.12.C.CS2 – Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH. 8.1.12.C.CS4 – Contribute to project teams to produce original works or solve problems.

TECH.8.2.12.B.4 – Investigate a technology used in a given period of history, e.g., industrial revolution or

information age, and identify their impact and how they may have changed to meet human needs and wants.

## **Interdisciplinary Standard(s) Number and Description**

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### **Interdisciplinary Themes:**

Global Awareness

Environmental Literacy

Civic Literacy

Financial, Economic, Business and Entrepreneurial Literacy

## **21<sup>st</sup> Century Skills**

Critical Thinking and Problem Solving

Creativity and Innovation

Communication and Collaboration

Flexibility and Adaptability

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

Informational Literacy Skills

Media Literacy Skills

Information, Communication, and Technology Literacy (ICT)

## **Career Ready Practices**

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**CRP2.** Apply appropriate academic and technical skills

**CRP4.** Communicate clearly and effectively with reason

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**CRP9.** Model integrity, ethical leadership, and effective management

**CRP11.** Use technology to enhance productivity

**CRP12.** Work productively in teams while using cultural global competence

## **Formative Assessments**

- Homework
- Class work
- Teacher observation
- Group participation
- Do-now
- Notebook assessment
- Project presentations
- Class discussions

**Summative Assessments**

- Students will compare and contrast political ideas.
- Students will construct an expository (point of view) essay in which they will examine the views of the present day political parties.
- Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period.
  - Tests, quizzes, benchmarks, document-based writing assignments

**Alternative:** Portfolios, Projects, Student Presentations

**Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired result?)**

<b>Review Games</b>	By using review games, the students will be able to practice concepts with their peers. They will also be able to review major concepts and vocabulary from the unit before taking a formal assessment.
<b>Guided Notes</b>	Teachers should use guided notes to help students organize content. These notes should include vocabulary, examples, and key concepts and ideas.
<b>Activators</b>	Each day teachers should open the lesson with an activator. This will help students review and preview content. This should be a “Do Now” document.
<b>High Level Writing Assignments</b>	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
<b>Resources</b>	

Prentice Hall United States History Textbook

New Jersey Commission on Holocaust Education Resources- NJ Department of Education [www.nj.gov/education/holocaust/](http://www.nj.gov/education/holocaust/)

New Jersey Amistad Commission Resources – NJ Department of Education

## Unit 5: Development of the Industrial United States (1870-1890)

<b>Content Area</b>	United States History I	Grade: 10th
<b>Unit Plan Title</b>	Development of the Industrial United States	
<b>Unit Topics</b>	<p>Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.</p>	
<b>Standards Number and Description (Established Goals)</b>		
<ul style="list-style-type: none"> <li>• 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation,</li> <li>• 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</li> <li>• 6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.</li> <li>• 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.</li> <li>• 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.</li> <li>• 6.1.12.EconNE.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.</li> <li>• 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.</li> <li>• 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.</li> <li>• 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</li> <li>• 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</li> </ul>		

**Students will be able to:**

- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- Relate industrial growth to the need for social and governmental reforms.
- Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods and explain the positive or negative impact of these practices on the nation and on individuals.
- Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- Relate varying immigrants' experiences to gender, race, ethnicity, or occupation

**Technology Standard(s) Number and Description**

TECH.8.1.12.B – Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS1 – Apply existing knowledge to generate new ideas, products or processes.

TECH.8.1.12.B.CS2 – Create original works as a means of personal or group expression

TECH.8.1.12.C.CS2 – Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH. 8.1.12.C.CS4 – Contribute to project teams to produce original works or solve problems.

TECH.8.2.12.B.4 – Investigate a technology used in a given period of history, e.g., industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

### **Interdisciplinary Standard(s) Number and Description**

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

18A:35:28 Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocide studies and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible.

18A:52:16A88 Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to the United States.

18A:35-4.35-6 Classroom instruction and activities will include, where appropriate, curricula on promoting and highlighting the contributions of LGBTQ+ and persons with disabilities.

These mandates contribute to a well-rounded education, and fosters a student population that:

- Values diversity and appreciates different cultural, ethnic, and religious backgrounds
- Recognizes and values differences in abilities and gender.
- Is civic minded, globally aware, and socially responsible

**21<sup>st</sup> Century Connections (P21 Framework- Partnership for 21<sup>st</sup> Century Learning):**

**Interdisciplinary Themes:**

Global Awareness

Environmental Literacy

Civic Literacy

Financial, Economic, Business and Entrepreneurial Literacy

**21<sup>st</sup> Century Skills**

Critical Thinking and Problem Solving

Creativity and Innovation

Communication and Collaboration

Flexibility and Adaptability

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

Informational Literacy Skills

Media Literacy Skills

Information, Communication, and Technology Literacy (ICT)

## **Career Ready Practices**

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills
- CRP4.** Communicate clearly and effectively with reason
- CRP5.** Consider the environmental, social and economic impacts of decisions
- CRP6.** Demonstrate creativity and innovation
- CRP7.** Employ valid and reliable research methods
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9.** Model integrity, ethical leadership, and effective management
- CRP11.** Use technology to enhance productivity
- CRP12.** Work productively in teams while using cultural global competence

**Students will be able to:**

- Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- Analyze how gender, property ownership, religion, and legal status affected political rights.
- Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
- Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies
- Explain the consequences to Native American groups of the loss of their land and people
- Students should analyze the Amistad case, using primary materials to examine the manner in which the enslaved Africans were portrayed by both sides in attempt to curry popular favor.

**Formative Assessments**

- Homework
- Class work
- Teacher observation
- Group participation
- Do-now
- Notebook assessment
- Project presentations
- Class discussions

**Summative Assessments**

- Students will compare and contrast political ideas.
- Students will construct an expository (point of view) essay in which they will examine the views of the present-day political parties.
- Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period.
  - Tests, quizzes, benchmarks, document-based writing assignments

**Alternative:** Portfolios, Projects, Student Presentations

<b>Teaching and Learning Actions:</b>	
<b>Review Games</b>	By using review games, the students will be able to practice concepts with their peers. They will also be able to review major concepts and vocabulary from the unit before taking a formal assessment.
<b>Guided Notes</b>	Teachers should use guided notes to help students organize content. These notes should include vocabulary, examples, and key concepts and ideas.
<b>Activators</b>	Each day teachers should open the lesson with an activator. This will help students review and preview content. This should be a “Do Now” document.
<b>High Level Writing Assignments</b>	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
<b>Resources</b>	<p>Prentice Hall United States History Textbook</p> <p>New Jersey Commission on Holocaust Education Resources- NJ Department of Education <a href="http://www.nj.gov/education/holocaust/">www.nj.gov/education/holocaust/</a></p> <p>New Jersey Amistad Commission Resources – NJ Department of Education</p>

<b>Accommodations</b>
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Teacher tutoring</li> <li>• Peer tutoring</li> <li>• Cooperative learning groups</li> <li>• Modified assignments</li> <li>• Differentiated instruction</li> <li>• Native language texts and native language to English dictionary</li> <li>• Small group instruction</li> <li>• Flexible grouping</li> <li>• Graphic organizers for periodic table design</li> <li>• Technology integration</li> <li>• Google translate for written work if needed</li> <li>• Provide clear and specific directions</li> </ul>

- Allow for alternate forms of responses – drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material to increase knowledge

**Special Education:**

- Follow all IEP modification
- Audio books, Movies, and other digital media in lieu of print versions
- Oral instructions
- Record lesson instead of taking notes
- Outlines of lessons
- Multisensory Instruction/Multiple modalities
- Flexible grouping
- Small group instruction
- Peer Buddies
- Graphic Organizers
- Chunking of information
- Scaffolded questioning
- Manipulatives
- Provide clear and specific instructions, orally and in writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Assign peer tutoring
- Utilize charts/cues

**Students with 504 Plans:**

- Follow all 504 plan modifications
- Study guide with answers
- Modified tests
- Provide extended time
- Graphic organizers
- Allow for differentiated assessment if it meets the requirements
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide preferential seating if available and necessary
- Verbal and visual aids
- Verbal testing if applicable
- Use written directions in addition to oral directions

**Gifted and Talented:**

- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction
- Extension activities such as challenge questions or AP questions
- Opportunities for critical thinking embedded in lab activities
- Problem solving/design challenges
- Technology integration
- Student choice activities
- Performance task options to allow expansion on knowledge of content
- Enrichment Activities
- Independent research
- Explore real world applications
- Act as a peer buddy

**Students at Risk of School Failure:**

- Response to Intervention (RTI)
- Give every opportunity for success
- Involve families in student learning
- Provide social/emotional support
- Build in more group work to encourage interaction with peers
- Flexible grouping, Small group instruction, Peer buddies
- Provide immediate praise and feedback
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Provide clear, achievable expectations; do not lower academic requirements
- Create a nurturing environment with structured routines

<b>Content Area:</b>	<b>United States History II</b>	<b>Grade(s): 11, 12</b>
<b>Unit Plan Title:</b>	<b>Reconstruction and the Industrialization of the United States(1877-1900)</b>	
<b>Overview/Rationale (Describe and Justify)</b>		
<p>This unit will focus on post-Civil War Reconstruction and the birth of a modern America. Throughout this unit students will be introduced to the roots of many current issues and examine how the origin of those issues can be applied to the modern day.</p>		
<b>Standard(s) Number and Description (Established Goals)</b>		
<p><b>6.1.12.HistoryCC.4.a:</b> Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.</p> <p><b>6.1.12.HistoryUP.4.a:</b> Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p><b>6.1.12.HistoryCA.4.c:</b> Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p><b>6.1.12.CivicsDP.5.a:</b> Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p><b>6.1.12.EconEM.5.a:</b> Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p><b>6.1.12.GeoHE.5.a:</b> Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p><b>6.1.12.EconEM.5.a:</b> Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations</p> <p><b>6.1.12.HistoryNM.5.a:</b> Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.</p> <p><b>6.1.12.HistoryCC.5.a:</b> Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.</p> <p><b>6.1.12.HistoryUP.5.a:</b> Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p><b>6.1.12.CivicsDP.6.a:</b> 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</p> <p><b>6.1.12.GeoGM.6.a:</b> Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p> <p><b>6.1.12.EconEM.6.a:</b> Determine how supply and demand influenced price and output during the Industrial Revolution.</p>		

**6.3.12.CivicsHR.1:** Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

**Technology Standard(s) Number and Description**

**TECH.8.1.12.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

**TECH.8.1.12.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** - Create original works as a means of personal or group expression.

**TECH.8.1.12.C.CS2** - Communicate information and ideas to multiple audiences using a variety of media and formats.

**TECH.8.1.12.C.CS4** - Contribute to project teams to produce original works or solve problems.

**TECH.8.2.12.B.4** - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

**Interdisciplinary Standard(s) Number and Description**

**-LA.11-12.RH.11-12.1** - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

**-LA.11-12.RH.11-12.3** - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**-LA.11-12.RH.11-12.5** - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**-LA.11-12.RH.11-12.6** - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**-LA.11-12.RH.11-12.8** - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

**-LA.11-12.RST.11-12.2** - Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, process information presented in a text by paraphrasing them in simpler but still accurate terms.

**-LA.11-12.WHST.11-12.1.A** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

**-LA.11-12.WHST.11-12.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**21<sup>st</sup> Century Connections (P21 Framework – Partnership for 21<sup>st</sup> Century Learning):**

<b>21<sup>st</sup> Century Interdisciplinary Themes</b>	<b>21<sup>st</sup> Century Skills</b>
Global Awareness Environmental Literacy Civic Literacy Financial, Economic , Business and Entrepreneurial Literacy	Critical Thinking and Problem Solving Creativity and Innovation Communication and Collaboration Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Informational Literacy Skills Media Literacy Skills Information, Communication, and Technology (ICT) Literacy

**Career Ready Practices**

- CRP1.** Act as a responsible and contributing citizen and employee
- CRP2.** Apply appropriate academic and technical skills
- CRP4.** Communicate clearly and effectively with reason
- CRP5.** Consider the environmental, social and economic impacts of decisions
- CRP6.** Demonstrate creativity and innovation
- CRP7.** Employ valid and reliable research strategies
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9.** Model integrity, ethical leadership, and effective management

**CRP11.** Use technology to enhance productivity

**CRP12.** Work productively in teams while using cultural global competence

### **Accommodations**

#### **English Language Learners:**

- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments (ex. Fewer items per page)
- Differentiated instruction
- Native language texts and native language to English dictionary
- Small Group Instruction
- Flexible Grouping
- Graphic Organizers for periodic table design
- Technology Integration
- Google translate for written work if needed
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase

#### **Special Education:**

- Follow all IEP modifications
- Audio books, Movies, and other digital media in lieu of print versions
- Oral instructions
- Record lessons instead of taking notes
- Outlines of lessons
- Multisensory Instruction / Multiple modalities
- Flexible Grouping

- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Manipulatives
- Provide clear and specific directions, orally and in writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Assign peer tutor
- Utilize visual charts/cues

**Students with 504 Plans:**

- Follow all 504 plan modifications
- Study Guide with answers
- Modified tests
- Provide extended time
- Graphic organizers
- Allow for differentiated assessment as long as it meets requirements
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide preferential seating if available and necessary
- Verbal and visual aides
- Verbal testing, if applicable
- Use written directions in addition to oral directions

**Gifted and Talented:**

- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction
- Extension activities such as challenge questions or AP questions

- Opportunities for Critical Thinking embedded in lab activities
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Performance task options to allow expansion on knowledge of element
- Enrichment Activities/Independent research
- Explore real world applications
- Act as a peer buddy

**Students At Risk of School Failure:**

- Response to Intervention (RTI)
- Give every opportunity for success
- Involve families in student learning
- Provide social/emotional support
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group Instruction, Peer Buddies)
- Provide immediate praise and feedback
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Provide clear, achievable expectations; do not lower academic requirements
- Create a nurturing environment with structured routines

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will be able to (do)...***

- examine how effective the 13th, 14th and 15th amendments are.
- analyze the geography and population demographics that affected Reconstruction.
- explain the different views on Reconstruction and the success of the enacted policies.
- discuss how new governmental regulations were necessary due to industrialization.
- analyze how rapid urbanization affected life and the environment.
- examine the immigrant experience of the late 19th century.

- evaluate American expansion and how it affected the Native American population in the Midwest
- analyze how economic development differed for the major regions of the U. S.

**Assessment Evidence:**

**Formative:** Do Nows, Homework/Classwork, Class Participation, Close Reading Activities, Online Simulations, Student Response systems such as Kahoot.

**Summative:** Tests, quizzes, benchmarks, document based writing assignments

**Alternative:** Portfolios, Projects, Student presentations

**Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)**

<b>Review Games</b>	By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.
<b>Guided Notes</b>	Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.
<b>Activators</b>	Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.
<b>High Level Writing Assignments</b>	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.

**Resources**

Prentice Hall United States History Textbook, American Pageant Textbook, Taking Sides: Clashing Views on Controversial Issues in 20<sup>th</sup> Century American History

**Suggested Time Frame:** 10-15 days

<b>Content Area:</b>	<b>United States History II</b>	<b>Grade(s): 11, 12</b>
<b>Unit Plan Title:</b>	<b>Emergence of the Modern United States(1890-1918)</b>	
<b>Overview/Rationale (Describe and Justify)</b>		
<p>The goal of this unit will be to discover the roots of Progressive reforms and why the reforms were so important and necessary. Students will also examine the United States entry in World War I and our emergence as a modern world power as a result.</p>		
<b>Standard(s) Number and Description</b>		
<p><b>6.1.12.EconNE.6.a:</b> Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals</p> <p><b>6.1.12.HistoryCC.6.c:</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</p> <p><b>6.1.12.HistoryCC.6.d:</b> Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone)</p> <p><b>6.1.12.HistoryCA.6.a:</b> Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.</p> <p><b>6.1.12.CivicsDP.7.a:</b> Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).</p> <p><b>6.1.12.EconNM.7.a:</b> Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.</p> <p><b>6.1.12.HistoryCC.7.a:</b> 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.</p> <p><b>6.1.12.HistoryCA.7.a:</b> Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.</p> <p><b>6.1.12.HistoryCA.7.b:</b> Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.</p> <p><b>6.1.12.HistoryCA.7.c:</b> 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).</p> <p><b>6.1.12.HistoryUP.7.a:</b> Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p><b>6.2.12.HistoryCC.4.a:</b> Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.</p>		

- 6.2.12.HistoryCC.4.b:** Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
- 6.2.12.HistoryCC.4.c:** Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
- 6.2.12.GeoSP.4.b:** Determine how geography impacted military strategies and major turning points during World War II
- 6.2.12.CivicsHR.4.a:** Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- 6.2.12.CivicsPI.4.b:** Assess government responses to incidents of ethnic cleansing and genocide.
- 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.

#### **Technology Standard(s) Number and Description**

- TECH.8.1.12.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- TECH.8.1.12.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
- TECH.8.1.12.B.CS2** - Create original works as a means of personal or group expression.
- TECH.8.1.12.C.CS2** - Communicate information and ideas to multiple audiences using a variety of media and formats.
- TECH.8.1.12.C.CS4** - Contribute to project teams to produce original works or solve problems.
- TECH.8.2.12.B.4** - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

#### **Interdisciplinary Standard(s) Number and Description**

- LA.11-12.RH.11-12.1** - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
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**-LA.11-12.WHST.11-12.1.A** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

**-LA.11-12.WHST.11-12.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**21<sup>st</sup> Century Connections (P21 Framework – Partnership for 21<sup>st</sup> Century Learning):**

<b>21<sup>st</sup> Century Interdisciplinary Themes</b>	<b>21<sup>st</sup> Century Skills</b>
<p><b>Civic Literacy</b></p> <p><b>Financial, Economic , Business and Entrepreneurial Literacy</b></p>	<p><b>Critical Thinking and Problem Solving</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication and Collaboration</b></p> <p><b>Flexibility and Adaptability</b></p> <p><b>Initiative and Self-Direction</b></p> <p><b>Social and Cross-Cultural Skills</b></p> <p><b>Productivity and Accountability</b></p> <p><b>Leadership and Responsibility</b></p> <p><b>Informational Literacy Skills</b></p> <p><b>Media Literacy Skills</b></p> <p><b>Information, Communication, and Technology (ICT) Literacy</b></p>

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee**
- CRP2. Apply appropriate academic and technical skills**
- CRP4. Communicate clearly and effectively with reason**
- CRP5. Consider the environmental, social and economic impacts of decisions**

**CRP6. Demonstrate creativity and innovation**

**CRP7. Employ valid and reliable research strategies**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**

**CRP9. Model integrity, ethical leadership, and effective management**

**CRP11. Use technology to enhance productivity**

**CRP12. Work productively in teams while using cultural global competence**

**Accommodations:**

**English Language Learners:**

- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments (ex. Fewer items per page)
- Differentiated instruction
- Native language texts and native language to English dictionary
- Small Group Instruction
- Flexible Grouping
- Graphic Organizers for periodic table design
- Technology Integration
- Google translate for written work if needed
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase

**Special Education:**

- Follow all IEP modifications
- Audio books, Movies, and other digital media in lieu of print versions

- Oral instructions
- Record lessons instead of taking notes
- Outlines of lessons
- Multisensory Instruction / Multiple modalities
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Manipulatives
- Provide clear and specific directions, orally and in writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Assign peer tutor
- Utilize visual charts/cues

**Students with 504 Plans:**

- Follow all 504 plan modifications
- Study Guide with answers
- Modified tests
- Provide extended time
- Graphic organizers
- Allow for differentiated assessment as long as it meets requirements
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide preferential seating if available and necessary
- Verbal and visual aides
- Verbal testing, if applicable
- Use written directions in addition to oral directions

**Gifted and Talented:**

- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction
- Extension activities such as challenge questions or AP questions
- Opportunities for Critical Thinking embedded in lab activities
- Problem Solving/Design Challenges
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- Act as a peer buddy

**Students At Risk of School Failure:**

- Response to Intervention (RTI)
- Give every opportunity for success
- Involve families in student learning
- Provide social/emotional support
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group Instruction, Peer Buddies)
- Provide immediate praise and feedback
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Provide clear, achievable expectations; do not lower academic requirements
- Create a nurturing environment with structured routines

**Student Learning Goals/Objectives:*****Students will be able to (do)...***

- compare and contrast yellow press and muckraking.
- understand how the Progressive Era influenced a mentality of change that still exists today.
- examine the changing roles of women in society including the impact of the Suffrage Movement.
- understand the impact Teddy Roosevelt and William Howard Taft had on the lives of Americans.
- understand how a 3<sup>rd</sup> major political party influenced the outcome of the Election of 1912.
- understand how the United States emerged as a world power.
- analyze the impact of technological advancements on the changing nature of war and why propaganda was such an important governmental tool during World War I.
- examine the role African Americans and other minority groups played in the First World War.
- discuss why the United States got drawn into World War I and how the Treaty of Versailles was a “peace built on quicksand”.

**Assessment Evidence:**

**Formative:** Do Nows, Homework/Classwork, Class Participation, Close Reading Activities, Online Simulations, Student Response systems such as Kahoot.

**Summative:** Tests, quizzes, benchmarks, document based writing assignments

**Alternative:** Portfolios, Projects, Student presentations

**Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)****Review Games**

By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.

**Guided Notes**

Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.

**Activators**

Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.

<b>High Level Writing Assignments</b>	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
<b>Resources</b>	
Prentice Hall United States History Textbook, American Pageant Textbook, Taking Sides: Clashing Views on Controversial Issues in 20 <sup>th</sup> Century American History	
<b>Suggested Time Frame:</b>	28-30 days

<b>Content Area:</b>	<b>United States History II</b>	<b>Grade(s): 11, 12</b>
<b>Unit Plan Title:</b>	<b>Prosperity and Depression(1919-1941)</b>	
<b>Overview/Rationale (Describe and Justify)</b>		
<p>In this unit students will discover how the prosperity of the 1920s gave way to the Great Depression and discuss how to prevent the issues that caused the Depression from resurfacing in our world today. Throughout the Depression, students will examine the emergence of the welfare state in the United States and the benefits and drawbacks from such policies.</p>		
<b>Standard(s) Number and Description (Established Goals)</b>		
<p><b>6.1.12.CivicsHR.8.a:</b> 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</p> <p><b>6.1.12.EconET.8.a:</b> Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p><b>6.1.12.EconNM.8.a:</b> Analyze the push-pull factors that led to the Great Migration.</p> <p><b>6.1.12.HistoryCC.8.a:</b> 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.</p> <p><b>6.1.12.History CC.8.b:</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</p>		

- 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.
- 6.1.12.GeoHE.9.a:** Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 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).
- 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.
- 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.
- 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).
- 6.1.12.A.9.a:** Analyze how the actions and policies of the United States government contributed to the Great Depression
- 6.1.12.HistoryCA.9.a:** Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.HistoryUP.9.a:** Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 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.
- 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).
- 6.1.12.GeoHE.10.a:** Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.EconoNM.10.a:** Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.EconoNM.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.
- 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).
- 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.
- 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.

**Technology Standard(s) Number and Description**

**TECH.8.1.12.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

**TECH.8.1.12.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** - Create original works as a means of personal or group expression.

**TECH.8.1.12.C.CS2** - Communicate information and ideas to multiple audiences using a variety of media and formats.

**TECH.8.1.12.C.CS4** - Contribute to project teams to produce original works or solve problems.

**TECH.8.2.12.B.4** - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

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**21<sup>st</sup> Century Connections (P21 Framework – Partnership for 21<sup>st</sup> Century Learning):**

<b>21<sup>st</sup> Century Interdisciplinary Themes</b>	<b>21<sup>st</sup> Century Skills</b>
Global Awareness Civic Literacy	Critical Thinking and Problem Solving Creativity and Innovation

**Financial, Economic ,Business and Entrepreneurial Literacy**

**Communication and Collaboration**

**Flexibility and Adaptability**

**Initiative and Self-Direction**

**Social and Cross-Cultural Skills**

**Productivity and Accountability**

**Leadership and Responsibility**

**Informational Literacy Skills**

**Media Literacy Skills**

**Information, Communication, and Technology (ICT) Literacy**

**Career Ready Practices:**

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

**English Language Learners:**

- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments (ex. Fewer items per page)
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- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Provide clear, achievable expectations; do not lower academic requirements
- Create a nurturing environment with structured routines

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will be able to (do)...***

- understand the fear Americans had of communism and how it led to a backlash against immigrants.
- examine how the prosperity and spending practices of the 1920s led to the Great Crash.
- experiment with speculation to discover why it is a dangerous practice.
- understand why the “Noble Experiment” of Prohibition led to increases in organized crime and ultimately how it failed.
- examine the impact pop culture of the 1920s had on the lifestyle of Americans including women, the African American community and how traditional views on gender and sexual behavior were challenged in a way never before seen.
- analyze how the Great Depression was a result of spending practices throughout the 1920s as well government economic mistakes and unwise business practices.
- reflect on the life of average Americans during the Depression.
- compare and contrast the effectiveness of different New Deal programs.
- examine how the United States became a “welfare state” and discuss its benefits and drawbacks.

-analyze the importance of certain New Deal programs such as the FDIC and the Social Security Act.  
 -understand why it is impossible for America to be true isolationists.

**Assessment Evidence:**

**Formative:** Do Nows, Homework/Classwork, Class Participation, Close Reading Activities, Online Simulations, Student Response systems such as Kahoot.

**Summative:** Tests, quizzes, benchmarks, document based writing assignments

**Alternative:** Portfolios, Projects, Student presentations

**Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)**

<b>Review Games</b>	By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.
<b>Guided Notes</b>	Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.
<b>Activators</b>	Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.
<b>High Level Writing Assignments</b>	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.

**Resources**

Prentice Hall United States History Textbook, American Pageant Textbook, Taking Sides: Clashing Views on Controversial Issues in 20<sup>th</sup> Century American History

**Suggested Time Frame:** 20-25 days

<b>Content Area:</b>	<b>United States History II</b>	<b>Grade(s): 11, 12</b>
<b>Unit Plan Title:</b>	<b>World War II and Postwar America(1931-1960)</b>	
<b>Overview/Rationale (Describe and Justify)</b>		
<p>Students will understand how the Second World War began and how the United States was drawn into this conflict. As a result, students will also examine how the United States turned the tide of the war and emerged as one of the world's two superpowers thanks to a new age of consumerism.</p>		
<b>Standard(s) Number and Description (Established Goals)</b>		
<p><b>6.1.12.CivicsDP.11.a:</b> Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.</p> <p><b>6.1.12.CivicsHR.11.a:</b> Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p><b>6.1.12.CivicsHR.11.b:</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.</p> <p><b>6.1.12.EconET.11.a:</b> 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.</p> <p><b>6.1.12.HistoryCC.11.a:</b> Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy</p> <p><b>6.1.12.HistoryCA.11.a:</b> 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.</p> <p><b>6.1.12.HistoryCA.11.b:</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).</p> <p><b>6.1.12.History CC.11.b:</b> Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p><b>6.1.12.HistoryCC.11.c:</b> 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.</p> <p><b>6.1.12.HistoryCC.11.d:</b> Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p><b>6.1.12.EconNE.12.a:</b> Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.</p> <p><b>6.1.12.EconEM.12.a:</b> Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p>		

**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.

**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.

**6.1.12.HistoryCC.12.c:** Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

**6.1.12.HistoryCC.12.d:** Explain how the development and proliferation of nuclear weapons affected international relations.

**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

**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.

**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.

**6.1.12.EconNE.13.a:** Relate American economic expansion after World War II to increased consumer demand.

**6.1.12.EconNE.13.a:** Evaluate the effectiveness of economic policies that sought to combat post World War II inflation.

**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.

**6.2.12.HistoryCC.4.h:** Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

**6.2.12.HistoryUP.4.c:** Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

**6.2.12.HistoryCA.4.c:** Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan

**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.

#### **Technology Standard(s) Number and Description**

**TECH.8.1.12.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

**TECH.8.1.12.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** - Create original works as a means of personal or group expression.

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- LA.11-12.WHST.11-12.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

### **Accommodations:**

#### **English Language Learners:**

- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments (ex. Fewer items per page)
- Differentiated instruction
- Native language texts and native language to English dictionary
- Small Group Instruction
- Flexible Grouping
- Graphic Organizers for periodic table design

- Technology Integration
- Google translate for written work if needed
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- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase

**Special Education:**

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- Audio books, Movies, and other digital media in lieu of print versions
- Oral instructions
- Record lessons instead of taking notes
- Outlines of lessons
- Multisensory Instruction / Multiple modalities
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- Provide extended time
- Assign peer tutor
- Utilize visual charts/cues

**Students with 504 Plans:**

- Follow all 504 plan modifications
- Study Guide with answers
- Modified tests

- Provide extended time
- Graphic organizers
- Allow for differentiated assessment as long as it meets requirements
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide preferential seating if available and necessary
- Verbal and visual aides
- Verbal testing, if applicable
- Use written directions in addition to oral directions

**Gifted and Talented:**

- Peer tutoring
- Cooperative learning groups
- Modified assignments
- Differentiated instruction
- Extension activities such as challenge questions or AP questions
- Opportunities for Critical Thinking embedded in lab activities
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Performance task options to allow expansion on knowledge of element
- Enrichment Activities/Independent research
- Explore real world applications
- Act as a peer buddy

**Students At Risk of School Failure:**

- Response to Intervention (RTI)
- Give every opportunity for success
- Involve families in student learning
- Provide social/emotional support
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group Instruction, Peer Buddies)
- Provide immediate praise and feedback

- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Provide clear, achievable expectations; do not lower academic requirements
- Create a nurturing environment with structured routines

**21<sup>st</sup> Century Connections (P21 Framework – Partnership for 21<sup>st</sup> Century Learning):**

<b>21<sup>st</sup> Century Interdisciplinary Themes</b>	<b>21<sup>st</sup> Century Skills</b>
<p><b>Global Awareness</b></p> <p><b>Civic Literacy</b></p> <p><b>Financial, Economic , Business and Entrepreneurial Literacy</b></p>	<p><b>Critical Thinking and Problem Solving</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication and Collaboration</b></p> <p><b>Flexibility and Adaptability</b></p> <p><b>Initiative and Self-Direction</b></p> <p><b>Social and Cross-Cultural Skills</b></p> <p><b>Productivity and Accountability</b></p> <p><b>Leadership and Responsibility</b></p> <p><b>Informational Literacy Skills</b></p> <p><b>Media Literacy Skills</b></p> <p><b>Information, Communication, and Technology (ICT) Literacy</b></p>

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee**
- CRP2. Apply appropriate academic and technical skills**
- CRP4. Communicate clearly and effectively with reason**
- CRP5. Consider the environmental, social and economic impacts of decisions**
- CRP6. Demonstrate creativity and innovation**
- CRP7. Employ valid and reliable research strategies**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**
- CRP9. Model integrity, ethical leadership, and effective management**
- CRP11. Use technology to enhance productivity**
- CRP12. Work productively in teams while using cultural global competence**

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will be able to (do)...***

- examine why the Treaty of Versailles led to the rise of fascism in Germany.
- explain why the 1920s gave rise to dictatorships across Europe and Asia.
- analyze how the Japanese were able to successfully surprise the United States at Pearl Harbor.
- understand how American military and industrial might turned the tide of World War II.
- determine if the use of the atomic bomb was necessary to end World War II.
- analyze the roots of Holocaust occurred and the role of bystanders, perpetrators, victims and rescuers.
- compare and contrast capitalism and communism and how these differences contributed to the start of the Cold War.
- examine the Red Scare of the 1940s and 1950s and why many were willing to allow basic rights to be violated by the federal government.
- compare and contrast the effectiveness of containment and brinkmanship.
- explain how the Korean War was a shift in America's response to the growing Communist threat around the world.
- demonstrate how American culture in the 1950s changed thanks to the growth of consumerism and television.
- analyze the impact President Truman made when he desegregated the military.

<b>Assessment Evidence:</b>	
<b>Formative:</b> Do Nows, Homework/Classwork, Class Participation, Close Reading Activities, Online Simulations, Student Response systems such as Kahoot.	<b>Summative:</b> Tests, quizzes, benchmarks, document based writing assignments <b>Alternative:</b> Portfolios, Projects, Student presentations
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>	
<b>Review Games</b>	By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.
<b>Guided Notes</b>	Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.
<b>Activators</b>	Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.
<b>High Level Writing Assignments</b>	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
<b>Resources</b>	
Prentice Hall United States History Textbook, American Pageant Textbook, Taking Sides: Clashing Views on Controversial Issues in 20 <sup>th</sup> Century American History	
<b>Suggested Time Frame:</b>	25-30 days

<b>Content Area:</b>	<b>United States History II</b>	<b>Grade(s): 11, 12</b>
<b>Unit Plan Title:</b>	<b>Challenges and Change(1960-1980)</b>	
<b>Overview/Rationale (Describe and Justify)</b>		
<p>Students will analyze the turbulent decades of the 1960s and 1970s. They will analyze the triumphs of the Civil Rights Movement and Women’s Liberation Movement, and advances in the LGBTQ community. Students will also gain an understanding of the Vietnam War, why it was so controversial and how it led to the Free Speech Movement and a general distrust of the government.</p>		
<b>Standard(s) Number and Description (Established Goals)</b>		
<p><b>6.1.12.HistoryCC.12.e:</b> 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.</p> <p><b>6.1.12.HistorySE.12.b:</b> Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p><b>6.1.12.CivicsDP.13.a:</b> 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).</p> <p><b>6.1.12.GeoPP.13.b:</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.</p> <p><b>6.1.12.GeoHE.13.a:</b> Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government’s environmental protection agencies and laws.</p> <p><b>6.1.12.EconEM.13.a:</b> 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).</p> <p><b>6.1.12.EconNE.13.b:</b> 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).</p> <p><b>6.1.12.HistoryCC.13.a:</b> Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p> <p><b>6.1.12.HistoryCC.13.b:</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.</p> <p><b>6.1.12.HistoryCC.13.c:</b> 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.</p> <p><b>6.1.12.HistoryCC.13.d:</b> 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.</p>		

**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.

**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.

**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.

**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.

**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.

**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.

#### **Technology Standard(s) Number and Description**

**TECH.8.1.12.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

**TECH.8.1.12.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.B.CS2** - Create original works as a means of personal or group expression.

**TECH.8.1.12.C.CS2** - Communicate information and ideas to multiple audiences using a variety of media and formats.

**TECH.8.1.12.C.CS4** - Contribute to project teams to produce original works or solve problems.

**TECH.8.2.12.B.4** - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

#### **Interdisciplinary Standard(s) Number and Description**

**-LA.11-12.RH.11-12.1** - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

**-LA.11-12.RH.11-12.3** - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**-LA.11-12.RH.11-12.5** - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**-LA.11-12.RH.11-12.6** - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**-LA.11-12.RH.11-12.8** - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

**-LA.11-12.RST.11-12.2** - Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, process information presented in a text by paraphrasing them in simpler but still accurate terms.

**-LA.11-12.WHST.11-12.1.A** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

**-LA.11-12.WHST.11-12.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

### **Accommodations**

#### **English Language Learners:**

- Teacher tutoring
- Peer tutoring
- Cooperative learning groups
- Modified assignments (ex. Fewer items per page)
- Differentiated instruction
- Native language texts and native language to English dictionary
- Small Group Instruction
- Flexible Grouping
- Graphic Organizers for periodic table design
- Technology Integration
- Google translate for written work if needed
- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase

#### **Special Education:**

- Follow all IEP modifications
- Audio books, Movies, and other digital media in lieu of print versions
- Oral instructions
- Record lessons instead of taking notes

- Outlines of lessons
- Multisensory Instruction / Multiple modalities
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Manipulatives
- Provide clear and specific directions, orally and in writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Assign peer tutor
- Utilize visual charts/cues

**Students with 504 Plans:**

- Follow all 504 plan modifications
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**Gifted and Talented:**

- Peer tutoring
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- Differentiated instruction
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- Provide immediate praise and feedback
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Provide clear, achievable expectations; do not lower academic requirements

**21<sup>st</sup> Century Connections (P21 Framework – Partnership for 21<sup>st</sup> Century Learning):**

<b>21<sup>st</sup> Century Interdisciplinary Themes</b>	<b>21<sup>st</sup> Century Skills</b>
<p><b>Global Awareness</b></p> <p><b>Environmental Literacy</b></p> <p><b>Civic Literacy</b></p>	<p><b>Critical Thinking and Problem Solving</b></p> <p><b>Creativity and Innovation</b></p> <p><b>Communication and Collaboration</b></p>

**Financial, Economic , Business and Entrepreneurial Literacy**

**Flexibility and Adaptability**

**Initiative and Self-Direction**

**Social and Cross-Cultural Skills**

**Productivity and Accountability**

**Leadership and Responsibility**

**Informational Literacy Skills**

**Media Literacy Skills**

**Information, Communication, and Technology (ICT) Literacy**

**Career Ready Practices:**

**CRP1. Act as a responsible and contributing citizen and employee**

**CRP2. Apply appropriate academic and technical skills**

**CRP4. Communicate clearly and effectively with reason**

**CRP5. Consider the environmental, social and economic impacts of decisions**

**CRP6. Demonstrate creativity and innovation**

**CRP7. Employ valid and reliable research strategies**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**

**CRP9. Model integrity, ethical leadership, and effective management**

**CRP11. Use technology to enhance productivity**

**CRP12. Work productively in teams while using cultural global competence**

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will be able to (do)...***

- understand how image became an important element of the election process.
- analyze how John F. Kennedy's administration energized the nation in a way that we had not seen before.
- debate the role and responsibility the federal government has in its helping the less fortunate.
- compare and contrast various elements of the Civil Rights Movement.
- examine the role Dr. Martin Luther King, Jr. had on changing the culture of race relations in the United States.
- explain why the Vietnam War was a controversial war and the role the American media played in its outcome.
- analyze how the generation gap impacted the American family and politics.
- analyze why the 1970s were a decade full of distrust for the government and how those feelings were impacted by government scandal and stagflation.
- compare how did the Kennedy Administration's policies affected Cold War relations and domestic policy in comparison to previous administrations.
- examine how Johnson's Great Society aimed to better the lives of average and disadvantaged Americans.
- analyze the lessons can we learn from a more militant form of protest exhibited through Malcolm X and the Black Power Movement.
- determine why the United States become involved in Vietnam.
- examine how the Protest Era affected the politics of the 1970s.
- analyze how the Civil Rights and Vietnam Eras helped to bring gay rights into the mainstream, most notably during the Stonewall Riots including the role of Marsha P. Johnson.
- examine the importance of Harvey Milk and how he inspired others to be comfortable with their sexuality and who they are.

**Assessment Evidence:**

**Formative:** Do Nows, Homework/Classwork, Class Participation, Close Reading Activities, Online Simulations, Student Response systems such as Kahoot.

**Summative:** Tests, quizzes, benchmarks, document based writing assignments

**Alternative:** Portfolios, Projects, Student presentations

**Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)**

**Review Games**

By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.

<b>Guided Notes</b>	Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.
<b>Activators</b>	Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.
<b>High Level Writing Assignments</b>	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
<b>Resources</b>	
Prentice Hall United States History Textbook, American Pageant Textbook, Taking Sides: Clashing Views on Controversial Issues in 20 <sup>th</sup> Century American History	
<b>Suggested Time Frame:</b>	20-25 days

<b>Content Area:</b>	<b>United States History II</b>	<b>Grade(s): 11, 12</b>
<b>Unit Plan Title:</b>	<b>Changing and Enduring Issues(1980-present)</b>	
<b>Overview/Rationale (Describe and Justify)</b>		
Students will examine the end of the Cold War and how the years following the collapse of communism have given way to a more global community. Students will discover how technology has rapidly changed our lives and discuss the challenges it poses. To conclude the course, students will examine a variety of current day issues such as terrorism, recent domestic and foreign policies and draw connections to material throughout the course to try and predict future trends.		
<b>Standard(s) Number and Description (Established Goals)</b>		
<p><b>6.1.12.CivicsPI.14.b:</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.</p> <p><b>6.1.12.CivicsPI.14.c:</b> 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.</p> <p><b>6.1.12.CivicsPI.14.d:</b> Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.</p>		

**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.

**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.

**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.

**6.1.12.GeoNE.14.a:** Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession

**6.1.12.HistoryCA.14.a:** Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

**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.

**6.1.12.HistoryCA.14.c:** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**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.

**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.

**6.1.12.HistoryCC.14.b:** Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.

**6.1.12.HistoryCC.14.c:** Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.

**6.1.12.HistoryCC.14.d:** Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.

**6.1.12.HistoryCC.14.e:** Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

**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

**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.

**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.

**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

**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.

**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.

- 6.1.12.HistorySE.15.c:** Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.GeoHE16.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.
- 6.1.12.EconNE.16.b:** Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 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.
- 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.
- 6.1.12.HistoryCA.14.c:** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 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.

#### **Technology Standard(s) Number and Description**

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- TECH.8.1.12.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
- TECH.8.1.12.B.CS2** - Create original works as a means of personal or group expression.
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- TECH.8.1.12.C.CS4** - Contribute to project teams to produce original works or solve problems.
- TECH.8.2.12.B.4** - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

#### **Interdisciplinary Standard(s) Number and Description**

- LA.11-12.RH.11-12.1** - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
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- LA.11-12.RH.11-12.6** - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- LA.11-12.RH.11-12.8** - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

**-LA.11-12.RST.11-12.2** - Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, process information presented in a text by paraphrasing them in simpler but still accurate terms.

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**-LA.11-12.WHST.11-12.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

### **Accommodations**

#### **English Language Learners:**

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- Peer tutoring
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<b>21<sup>st</sup> Century Interdisciplinary Themes</b>	<b>21<sup>st</sup> Century Skills</b>
<b>Global Awareness</b> <b>Environmental Literacy</b> <b>Civic Literacy</b>	<b>Critical Thinking and Problem Solving</b> <b>Creativity and Innovation</b> <b>Communication and Collaboration</b>

**Financial, Economic ,  
Business and Entrepreneurial Literacy**

**Flexibility and Adaptability**

**Initiative and Self-Direction**

**Social and Cross-Cultural Skills**

**Productivity and Accountability**

**Leadership and Responsibility**

**Informational Literacy Skills**

**Media Literacy Skills**

**Information, Communication, and Technology (ICT) Literacy**

**Career Ready Practices:**

**CRP1. Act as a responsible and contributing citizen and employee**

**CRP2. Apply appropriate academic and technical skills**

**CRP4. Communicate clearly and effectively with reason**

**CRP5. Consider the environmental, social and economic impacts of decisions**

**CRP6. Demonstrate creativity and innovation**

**CRP7. Employ valid and reliable research strategies**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them**

**CRP9. Model integrity, ethical leadership, and effective management**

**CRP11. Use technology to enhance productivity**

**CRP12. Work productively in teams while using cultural global competence**

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will be able to (do)...***

- analyze Ronald Reagan’s role in ending the Cold War
- understand how the pressure put on the Soviet Union in the 1980s sped the collapse of communism in Europe
- explain how the Clinton years help us thrive domestically.
- determine why Islamic extremism has been on the rise over the past generation?
- compare and contrast the successes and failures of the War on Terror.
- explain why the election of Barrack Obama an important moment in American history.
- analyze the benefits and drawbacks to the Affordable Care Act.
- discuss recent issues with immigration and various opinions regarding the future of immigration.
- describe how rapidly changing technology impacts modern America.
- analyze issues in immigration that have arisen in recent years and how they compare to previous waves of immigration throughout history.
- discuss the growth of LGBTQ Movement and key pioneers in the fields of politics, science, the arts and sports.

**Assessment Evidence:**

**Formative:** Do Nows, Homework/Classwork, Class Participation, Close Reading Activities, Online Simulations, Student Response systems such as Kahoot.

**Summative:** Tests, quizzes, benchmarks, document based writing assignments

**Alternative:** Portfolios, Projects, Student presentations

**Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)**

<b>Review Games</b>	By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.
<b>Guided Notes</b>	Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.
<b>Activators</b>	Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.

<b>High Level Writing Assignments</b>	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
<b>Resources</b>	
Prentice Hall United States History Textbook, American Pageant Textbook, Taking Sides: Clashing Views on Controversial Issues in 20 <sup>th</sup> Century American History	
<b>Suggested Time Frame:</b>	15-20 days