Shepard Preparatory High School Curriculum Overview

US History II CP / General

Shepard Preparatory Mission Statement:

The Shepard Prep High School mission is the enhancement of educational and social functioning of each student with an eye toward the successful reintegration into public school. This is achieved through a persistent system of positive reinforcement, feedback, counseling intervention and individualized academic instruction. Consequently, communication among students, staff, parents and the sending districts is an integral part of achieving our mission. Shepard Prep High School strives to provide the best quality education to students by stimulating the growth and development of their moral, creative, intellectual and athletic   skills. Our goal is improved academic performance and behavioral changes that will allow students to return to public school setting and/or achieve success in their post-secondary placements. We believe any child, despite their presenting behavior and social background, wants acceptance, achievement, knowledge and the ability to interact with others. We strive to find the key that unlocks the individual potential of each student by providing a warm, nurturing environment so that each student's self-esteem and potential may flourish.

Course Description:

This course is a continuation of US History I and the content includes a study of the United States from the "Gilded Age" to the present concentrating of the following general themes: Industrial America, American Imperialism, the Progressive movement, the First World War, the Great Depression, the Second World War, the Cold War, the Civil Rights movement, the Vietnam War, protest movements, Post-Watergate foreign and domestic affairs and contemporary America. Multi-cultural contributions to American society will be stressed.

Prerequisite(s): U.S. History I CP or Honors

US History II

<table>
<tr><td colspan="2">

Standard 8: Technology Standards

The curricular expectation for the Standard 8: Computer Science and Design Thinking standards in classes that are not specifically focused on computer science or engineering is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The computer science and design thinking standards and practices are to be incorporated into other disciplines and contexts as appropriate.

</td></tr>
<tr><td>

8.1: Computer Science

</td><td>

8.2: Design Thinking

</td></tr>
<tr><td>

Computing Systems (CS)
Networks and the Internet (NI)
Impacts of Computing (IC)
Data & Analysis (DA)
Algorithms & Programming (AP)

</td><td>

Engineering Design (ED)
Interaction of Technology and Humans (ITH)
Nature of Technology (NT)
Effects of Technology on the Natural World (ETA)
Ethics and Culture (EC)

</td></tr>
<tr><td colspan="2">

Computer Science and Design Thinking Practices

</td></tr>
<tr><td colspan="2">

Fostering an Inclusive Computing and Design Culture
Collaborating Around Computing and Design
Recognizing and Defining Computational Problems
Developing and Using Abstractions
Creating Computational Artifacts
Testing and Refining Computational Artifacts
Communicating About Computing and Design

</td></tr>
</table>

<table>
<tr><td colspan="2">

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

</td></tr>
<tr><td>

Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities*

</td><td>

Career Readiness, Life Literacies, and Key Skills Practices: *Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been*

</td></tr>
</table>

US History II

	linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	X **CLKS6** Model integrity, ethical leadership, and effective management. X **CLKS7** Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	**CLKS2** Attend to financial well-being. X **CLKS4** Demonstrate creativity and innovation. X **CLKS5** Utilize critical thinking to make sense of problems and persevere in solving them. X **CLKS8** Use technology to enhance productivity, increase collaboration, and communicate effectively.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X **CLKS1** Act as a responsible and contributing community member and employee. X **CLKS6** Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X **CLKS6** Model integrity, ethical leadership, and effective management. X **CLKS9** Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	**CLKS3** Consider the environmental, social, and economic impact of decisions. X **CLKS5** Utilize critical thinking to make sense of problems and persevere in solving them. X **CLKS6** Model integrity, ethical leadership, and effective management.

Course Materials

Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*	Differentiated Resources: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*
United States History –AGS Publishing United States History –AGS Publishing workbook United States History and Geography- Glencoe McGraw Hill United States History and Geography- Glencoe McGraw Hill supplemental materials	● Stanford History Education Group: *Reading Like a Historian* ● *Sources in American History: A Book of Readings, H*arcourt Brace Jovanovich, Inc. ● America: The Story of US (documentary) ● Peter Jennings "The Century." (documentary) ● Historicalthinkingmatters.org ● *Why Nations Go to War* by John Stoessinger (various chapters) ● The Final Days of King and Kennedy (documentary) ● Purdue Writing Lab (website) ● The Center for Learning, US History SourceBook, 2000 ● Teachingamericanhistory.org ● FacingHistory.org ● Gilderlehrman.org

US History II

	- American Panorama: An Atlas of American History (http://dsl.richmond.edu/panorama/) - Selections of *The Rape of Nanking* by Iris Chang - Clips from CNN "The Seventies" and "the Eighties" documentary - DocsTeach.org (National Archives) - NJ.com article "The Triangle Shirtwaist Fire, A Century Later' Historicalthiningmatters.org (Textbook) - Joseph Stalin Letter to Winston Churchill 1946 - Taylor, Alan. "World War II: After the War," *The Atlantic*, October 30. 2011. - FederalReserveEducation.org - PBS.org - HistoryChannel.org - Vietnamese Declaration of Independence September 2, 1945 - "I Was Blacklisted," by Miller Lampell - "Duck and Cover" commercial - The Good Wife's Guide: Good Housekeeping Monthly 1955 - Pentagon Papers (excerpts) 1945-1967 - www.usatwar.abc-clio.com- Theme: Vietnam (multiple documents) - New York Times, Upfront, various articles. - NYT: Room for Debate - The Week, various articles - America: A Narrative History by George B. Tindall and David Shi, 1996. - Ken Burns: Prohibition (documentary, clips) - Excerpts/quotes from John D. Rockefeller, Andrew Carnegie and Cornelius Vanderbilt - Various political cartoons from Life and Judge magazine (c. early 20th Century) - Textbook: *United States History,* Pearson Educational, Inc., 2010. - Cinderella Man (film) - Schindler's List (film) - Saving Private Ryan (clips/film) - Platoon (film) - Forrest Gump (film) - JFK (clips, film) - All the Way (clips, film) - Selma (clips, film) - Argo (clips, film)

US History II

Unit Title / Topic: Gilded Age/Progressivism	Unit Duration: 7 days
Stage 1: Desired Results	

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. Amistad Law (N.J.S.A. 18A:35-4.43)

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period. .

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation Amistad Law (N.J.S.A. 18A:35-4.43)

6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)

6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.EconEM.6.a: Determine how supply and demand influence price and output during the Industrial Revolution.

6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.

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 AAPI (P.L.2021, c.416)

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.

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.

6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.

6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. Financial Literacy (N.J.S.A. 18A:35-4.34)

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.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation. Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)

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 Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement). Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)

6.1.12.HistoryCC.6.d: 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) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement). Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)

US History II

Interdisciplinary Companion Standards (NJSLS):

New Jersey Student Learning Standards (NJSLS) for Literacy:

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

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.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

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.

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

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

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

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*

    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.

    B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

    C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

    D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

    E. Provide a concluding paragraph or section that supports the argument presented.

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

    A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

    B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

    C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

    D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

    E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

US History II

WHST.11-12.7 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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

US History II

Technology Integration (NJSLS 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

    9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

    9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

    9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

    9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

    9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

    9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

    9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

    9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

    9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

    9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

    9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

US History II

Students will understand that:	Essential Questions:
Students will understand that: ● 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. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)** ● Strong leaders can alter the course of history. ● A great leader has a variety of qualities that make them great. ● Citizens must be active in order to keep the government responsive to people's needs and interests. ● Media plays an important role in promoting reform in society ● It is debatable whether the government can/should regulate human behavior. ● Conflict is resolved in a variety of ways. ● The basic welfare of mankind is a responsibility shared by a number of stakeholders	● What obligation do people in power have in improving the lives of others? ● What makes a great leader? ● How do we keep the government responsive to people's needs and interests? ● What is the role and responsibility of a citizen/individual? ● What role (if any) do the media play in promoting reform in society? ● To what extent can the government regulate human behavior? ● How is conflict resolved in society? ● Who is responsible for the basic welfare of mankind?
Acquisition of Knowledge & Skills	

US History II

Students will know:
- Immigrants significantly altered America's cities **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Increased urbanization led to awful living conditions and corruption
- Teddy Roosevelt changed the power of the presidency
- The reason for the rise of industrialization during the Gilded Age was a result of the rise of corporations, the building of factories and the need for labor.
- The mindset of Americans varied during the Gilded Age and Progressive Era
- Industrial expansion led to an increased number of jobs that were filled with labor from immigrants from Europe and Asia. .**Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**, **AAPI (P.L.2021, c.416)**
- The differences between black reformers and unions of the Progressive Era **Amistad Law (N.J.S.A. 18A:35-4.43)**
- The changes Wilson made to the economic structure of the US **Financial Literacy (N.J.S.A. 18A:35-4.34)**
- The impact a viable third party candidate can have on an election

Students will be able to:
- Understand how literature can bring reform
- Interpret and analyze poems and political cartoons
- Read and understand primary sources (such as speeches and letters)
- Interpret maps, charts and graphs
- Build an argument by citing specific evidence for a claim and providing analysis
- Analyze how the face of America changed in the late 1800s-early 1900s
- Compare immigration of the late 1800s-early 1900s to immigration today**Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**, **AAPI (P.L.2021, c.416)**
- Evaluate the factors that allowed for industrial development and expansion in the United States in the late 1800s/early 1900s
- Analyze the implications of Wilson's economic reforms

Stage 2: Acceptable Evidence

Transfer Task

Students will act as a Modern Day Muckraker by investigating a problem that currently exists in some sector of modern-day American society and exposing it in the form of either a fictional story, a photo collage or a Slideshow presentation.

Stage 3: Activities

US History II

- Engage in class discussion/brainstorming sessions of "everything you remember about USI"- keep a running list on the board. Discuss connections and how we have already evolved as a country
- Analyze primary sources to better understand the immiration experience of many Chinese laborers in the late 19th, early 20th Century. **AAPI (P.L.2021, c.416)**
- Trace the development of the US through a discussion/notes of the "Gilded Age" socially, economically and politically. View various clips from *America: The Story of US (Heartland* and *Cities)*
- View various clips from *America: The Story of US (Heartland* and *Cities)* to understand how Chinese immigrants contributed to the building of the Transcontinental Railroad. **AAPI (P.L.2021, c.416)**
- Research various industrialists during the Gilded Age and decide if they were more "robber barons" or "captains of industry"
- Find and analyze a political cartoon from the late 19th century. Explain what it tells us about America in the Gilded Age.
- Analyze the problems that existed in American cities by viewing additional clips from *America: The Story of US: Cities* and reading excerpts (Triangle Shirtwaist Fire)
- Evaluate *how* progressives (including black reformers) tried to promote change by reading excerpts from *The Jungle,* viewing Jacob Riis photographs, TR's Square Deal, excerpts from W.E.B Du Bois and Booker T. Washington- jigsaw/gallery walk **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Election of 1912/ Election of 2000 similarities- electoral college maps
- Analyze Wilson's reforms to the economy and its future implications by discussing, taking notes and solving hypothetical problems
- *Muckraker Today* research in library

Reference Materials

Primary	Secondary
- United States History –AGS Publishing - United States History –AGS Publishing workbook - United States History and Geography- Glencoe McGraw Hill - United States History and Geography- Glencoe McGraw Hill supplemental materials	- Peter Jennings "The Century, Seeds of Change" (documentary) - The Men Who Built America (documentary, clips) - America: The Story of Us: Heartland and Cities (clips) - Reading Like a Historian Website - Digital History (University of Houston) - Wing Luke Museum Digital Archives/Lesson materials "The Jungle" by Upton Sinclair (excerpts) - Protectors of our Industry (political cartoon), (Puck Magazine) "Gospel of Wealth" by Andrew Carnegie (excerpts) "What a Funny Little Government" (political cartoon, Horace Taylor, 1899) "How the Other Half Lives" by Jacob Riis (various excerpts and pictures)

US History II

Accommodations and Modifications

US History II

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) - Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) - Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) - Simplify the language, format, and directions of the assessment - Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling - Allow editing and revision before grading - Design projects and assessment for student that require reduced sentence or paragraph composition	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom websites for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages - Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. - Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. - Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. - Metacognitive Journals: Students will generate their own topics.

US History II

- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
20 strategies to Support EAL Children
What English- Language Learners Wish Teachers Knew - Education Week
A Starting Point: Tips and resources for working with ESL newcomers

- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

US History II

US History II

Unit Title / Topic: American Imperialism and WWI	Unit Duration: 15 days
Stage 1: Desired Results	

US History II

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies

6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power. **AAPI (P.L.2021, c.416)**

6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism. **AAPI (P.L.2021, c.416)**

6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.

6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. **Amistad Law (N.J.S.A. 18A:35-4.43)**, **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country. **AAPI (P.L.2021, c.416)**

6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran)

6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries

US History II

Interdisciplinary Companion Standards (NJSLS):

New Jersey Student Learning Standards (NJSLS) for Literacy:

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

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.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

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.

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

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

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

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*

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.

    A. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

    B. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

    C. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

    D. Provide a concluding paragraph or section that supports the argument presented.

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

    A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

    B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

    C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

    D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

    E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 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.

US History II

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

US History II

Technology Integration (NJSLS 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

US History II

Students will understand that:	Essential Questions:
Students will understand that: • The reasons the US involves itself abroad depends on our priorities at the time. • It is often debatable when war is justified. • Spoils often go to the victor creating potential future altercations. • Wars are fought for many reasons that range from political to social to economic • A few strong people and/or leaders can transform a country • The United States started to increase its influence and power in the world in the late 1800s • In times of war, people allow the government to do things that they otherwise wouldn't. • Intervention in war can be difficult to justify. • Propaganda can affect an individual's perspective about war • "Running up the score" often has negative consequences.	• What responsibility does the United States have to the rest of the world? • When is war justified? • How can leaders alter the course of a country? • How did the US rise to a world power? • What are the potential harms in "running up the score?" • Should civil liberties be restricted during the times of war? • When is the government justified to violate people's civil rights? • Which factors are most significant in causing wars - social, economic or political? • Why is propaganda used during periods of war
Acquisition of Knowledge & Skills	

US History II

Students will know:	Students will be able to:
- The origins and causes of political <u>and</u> economic imperialism**AAPI (P.L.2021, c.416)** - The political, economic, social and cultural effects of imperialism - The reasons for American imperialism - The United States attempted to increase its influence in the world in the late 19th century - Imperialism affected the balance of power in the world - People's views on race have changed over time **Amistad Law (N.J.S.A. 18A:35-4.43)** - The causes and effects of the Spanish- American War - American acquisition of Hawaii contributed to a debate of American expansion **AAPI (P.L.2021, c.416)** - American acquisition of the Panama Canal increased the power of the United States - The reasons against American imperialism - The four major long-term causes of the First World War - Why the "Great War" is considered the first modern war, the first total war and the first world war by explaining what each concept means and citing historical examples to support each theme - The significance of major events and key players - Pieces of propaganda and evaluate the appropriateness of the use of propaganda tactics by war-time governments - The major consequences of the First World War in terms of human costs, economic costs, political consequences and the effect on the colonies - The terms of the Treaty of Versailles, explain why those terms were agreed upon and analyze how this contributed to the next World War only twenty years later.	- Build an argument by citing specific evidence for a claim and providing analysis - Understand how literature reflects society's ideals - Interpret and analyze poems and political cartoons - Evaluate how historians can have different views on the same subject - Read and understand primary sources - Interpret maps, charts and graphs - Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war. - Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights. - Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. - Explain how global competition by nations for land and resources led to increased militarism. - Determine how technological advancements affected the nature of World War I on land, on water, and in the air. - Assess the immediate and long-term impact of women and African Americans entering the work-force in large numbers during World War I. **Amistad Law (N.J.S.A. 18A:35-4.43)** - Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I. - Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I. - Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. - Analyze the role cross dressing had during World War I in various soldier camps. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Stage 2: Acceptable Evidence

US History II

Transfer Task

Use historical evidence to compare the justifications for American intervention in any of the following: Afghanistan, Iraq, Syria to intervention in Cuba

Stage 3: Activities

US History II

1) Analysis of multiple primary source excerpts to determine motivations for American expansion in the late 1800s- skill refresher on document analysis (CAPP) **AAPI (P.L.2021, c.416)**
2) Evaluate *how* the United States expanded its influence in the late 1800s/early 1900s in six major areas and create a mini-slideshow presentation (in groups of 4) to the class **AAPI (P.L.2021, c.416)**
3) Evaluate if the American acquisition of Hawaii was justifiable or not. **AAPI (P.L.2021, c.416)**
4) Present mini-slideshow presentation as an "expert" in assigned area and be able to answer questions and ask clarifying questions as a spectator
5) Analyze the factors that pushed the United States into War with Spain-*Reading Like A Historian* Activity and compare to modern-day example
6) Evaluate Point of View/Perspective on American imperialism by reading and discussing *White Man's Burden*, Social Darwinism race rankings and political cartoon slideshow (RLAH) **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
7) Read TR's 1899 speech *The Strenuous Life*. Describe TRs philosophy by writing a song
8) Discussion and note-taking on presidential rankings- why is TR where he is? Trace foreign policy actions through political cartoon analysis, video clips from PBS's *The Roosevelts*
9) Rank the significance of American imperialistic actions, policies and people in our rise to a world power by creating a graphic organizer or the board game *Imperiopoly*
10) Analyze the causes of WWI and what the response of the United States should have been in the lead up to "the Great War"- at what point should we have, if ever, intervened- video clips from *The Century-Shell Shock* and or The History Channel *WWI*
11) Trace how the United States mobilized for war and the effects on the homefront as well as the war effort- video clips/excerpts
12) Evaluate the impact of the US in ending World War I- *History Alive* Activity
13) Peace Treaty Simulation-Split students into four different groups and assign each a specific country. Students will then have to create a peace plan for the end of the war that benefits their specific country and then try to convince the other countries
14) Students will compare/contrast the Treaty of Versailles with Woodrow Wilson's Fourteen Points.
15) Evaluate the impact of WWI on the women's suffrage movement- primary source analysis packet **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
16) Students will read and analyze primary sources of how crossdressing allowed many WWI soldiers to explore their own identities. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
17) Analyze the legacy of WWI from the American perspective- chromebook activity

Reference Materials

Primary	Secondary
● United States History –AGS Publishing ● United States History –AGS Publishing workbook	● Textbook: United States History, Pearson Educational, Inc., 2010. ● United States History (AP Review)

US History II

● United States History and Geography- Glencoe McGraw Hill ● United States History and Geography- Glencoe McGraw Hill supplemental materials	● Peter Jennings "The Century" Documentary ● National History Day WWI Articles ● Digital History (University of Houston) ● The Gilder Lehrman Institute of American History ● LGBTQhistory.org ● Los Angeles LGBT Center ● Roosevelt Corollary to the Monroe Doctrine, 1904 (excerpts) ● President Grant, 1870, on a treaty of annexation of the Dominican Republic (excerpts) ● President McKinley's call for war against Spain, 1898 (excerpts) ● Platform of the Anti-Imperialist League (excerpts) ● Speech by Samuel Gompers, President of the American Federation of Labor ● Oct. 18, 1898 (excerpts) ● Puck and Life Magazine Political Cartoons (1899-1905) ● Reading Like a Historian ● Examples of Yellow Journalism during the Spanish American War ● Spanish American War Political Cartoons ● White Man's Burden by Rudyard Kipling ● Woodrow Wilson Declaration of Neutrality Speech ● Woodrow Wilson Declaration of War Speech ● Zimmerman Telegram ● World War I Propaganda Posters ● Wilson's Fourteen Points ● Treaty of Versailles (excerpts) ● Eugene V. Debs Speech ● "Assert Your Rights," Charles Schenck, 1917-1918. ● The Sedition Act of 1918 (excerpts) ● Supreme Court opinion by Justice Oliver Wendell Holmes, Jr., March 3, 1919. (excerpts) ● WWI Political Cartoons

Accommodations and Modifications

US History II

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) - Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) - Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) - Simplify the language, format, and directions of the assessment - Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages - Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. - Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. - Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. - Metacognitive Journals: Students will generate their own topics. - Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their

US History II

- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children
- What English- Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

- own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

US History II

Unit Title / Topic: The 1920s	Unit Duration: 9-10 days
Stage 1: Desired Results	

US History II

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies

6.1.12.D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

• 6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.

6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration. **Amistad Law (N.J.S.A. 18A:35-4.43)**

6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

• 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence. **Amistad Law (N.J.S.A. 18A:35-4.43)**

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. **Amistad Law (N.J.S.A. 18A:35-4.43)**

6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. **Amistad Law (N.J.S.A. 18A:35-4.43)**

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

US History II

Interdisciplinary Companion Standards (NJSLS):
New Jersey Student Learning Standards (NJSLS) for Literacy:
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.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text
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.
RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
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.
RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.11-12.1. Write arguments focused on *discipline-specific content.*
    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.
    B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
    C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
    E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

US History II

WHST.11-12.7 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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

US History II

Technology Integration (NJSLS 8):

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

US History II

Students will understand that:	Essential Questions:
Students will understand that: ● People will have different perspectives on issues and events. ● Technology and innovation change people's lifestyles and values. ● There are different opinions as to how much of a role government should play in the economy and in people's lives. ● Change often comes with tension. ● Conflict within society is not easily resolved. ● Progress is a contested definition. ● Religion often plays an active role in determining societal norms and conflicts. ● Partnerships between same sex couples existed long before the the legalization of same sex marriages. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**	● What is the role of government in society? ● How is progress in society defined? ● Who is responsible for the basic welfare of mankind? ● Does personal gain outweigh the collective good of a society? ● How does society respond to change? ● Is technology a detriment or benefit to society? ● What role does religion play in society? ● How is conflict resolved in society? ● Are civil liberties guaranteed rights? ● Are there times when prejudice in society is justified? ● How does someone's background and geographic location determine their views on issues? ● What causes cultural and economic change? ● Why do people often resist change? ● What role does religion play in society?

Acquisition of Knowledge & Skills

Students will know:

- Changes in technologies of transportation and communication, in values and habits, and economic life transformed the face of American life in the 1920's.
- The United States became an urban nation, with a diverse population and variety of values. ==Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)==
- Business was booming in the 1920's and the standard of living rose for many Americans bringing many social, economic and political changes. Inventions and technological advances transformed production and work,as well as rural and urban life.
- Social and political changes in society brought new attitudes and lifestyles to the nation, but some changes caused conflict.
- Popular culture was influenced by the mass media and new forms of popular entertainment and technology were developed.
- Economic conditions affect politics, individuals and societies. Economic security became recognized as a condition of personal freedom. ==Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)==
- The ideals of freedom and equality continued to evolve for various groups and in various ways (i.e. women's struggle for suffrage and equal rights, African-Americans - racial tensions manifested in the rise of black nationalism, the Harlem Renaissance, the first great north migration, the response of the KKK, fear and hysteria over radicals, the closing of the open door for immigrants, and the resurgence of Protestant fundamentalism ==Amistad Law (N.J.S.A. 18A:35-4.43)==
- A Boston marriage was a committed partnership between two women. ==Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)==
- Boston marriages were often between two women who wanted to be financially independent of men. ==Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)==
- During the early 20th Century same-sex marriages between women was culturally aceptable in America. ==Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)==

Students will be able to:

- Understand how literature can bring change
- Interpret and analyze poems and political cartoons
- Read and understand primary sources (such as speeches and letters)
- Interpret maps, charts and graphs.
- Use interpretive and analytical skills to formulate positions on controversial issues
- Build an argument by citing specific evidence for a claim and providing analysis
- Evaluate the tension between traditionalists and modernists that existed in the 1920s
- Analyze the reasons and effects of the Great Migration ==Amistad Law (N.J.S.A. 18A:35-4.43)==
- Analyze how and why the standard of living for many Americans improved in the 1920s
- Evaluate the cultural changes that existed in the 1920s
- Understand how women's lives changed in the 1920s ==Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)==
- Analyze why jazz was so controversial

US History II

Stage 2: Acceptable Evidence

Transfer Task

In a essay, choose one of the following:
- Decide which modern day invention/innovation MOST transformed society, thoroughly explain at least 3 specific reasons why.
- Which modern day invention/innovation will destroy society? Thoroughly explain at least 3 specific reasons why.
- To compare xenophobia then (1920s) to xenophobia now. Thoroughly explain 3-4 parallels

Stage 3: Activities

- "Contextualize" the 1920s and discuss each descriptor. Evaluate why the 1920s could be considered "Turbulent" (Red Scare excerpt, Sacco and Vanzetti readings, *The Century: Boom to Bust* clips)
- Compare xenophobia then (1920s) to xenophobia now- chromebook activity **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Analyze why the 1920s could be considered the "Decade of Contradictions"/ "Clash of Ideas"- gallery walk
- Analyze why the 1920s could be considered the "Roaring 20s (economic prosperity, flappers, Prohibition)
- Analyze why the 1920s could be considered the "Jazz Age" (Great Migrations map analysis, Harlem Renaissance video clips, primary source analysis "Does jazz put the sin in syncopation?") **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Photos of the 1920s gallery walk
- Students will listen to a podcast about Boston Marriages and analyze their impact on the push for women's suffrage. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Reference Materials

Primary	Secondary
- United States History –AGS Publishing - United States History –AGS Publishing workbook - United States History and Geography- Glencoe McGraw Hill - United States History and Geography- Glencoe McGraw Hill supplemental materials	- Textbook: United States History, Pearson Educational, Inc., 2010. - United States History (AP Review) - Peter Jennings "The Century" Documentary - Digital History (University of Houston) - The Gilder Lehrman Institute of American History - Reading Like a Historian - History Alive - Teaching Tolerance: Queer America Podcast (episode 5) "Women Got 'Married' Long Before Gay Marriage" (history.com article) "The history of marriage" - Alex Gendler (Ted-Ed video)

US History II

- 19th Amendment (excerpts) **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- "Does Jazz Put the Sin in Syncopation" Excerpts from Anne Shaw Faulkner, 1921
- Harlem: A Poem By Walter Dean Myers
- I, Too by Langston Hughes **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Nativism Political Cartoons y **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Red Scare Political Cartoons y **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

Accommodations and Modifications

US History II

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) - Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) - Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) - Simplify the language, format, and directions of the assessment - Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling - Allow editing and revision before grading - Design projects and assessment for student that require reduced sentence or paragraph composition	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages - Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. - Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. - Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. - Metacognitive Journals: Journal assignments will be	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. - Metacognitive Journals: Students will generate their own topics. - Self-Assessment Close Reading

US History II

- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children
- What English- Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

---

shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

US History II

Unit Title / Topic: The Great Depression (1930s)	Unit Duration: 12 days
Stage 1: Desired Results	

US History II

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:
6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.
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.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health. ==Financial Literacy (N.J.S.A. 18A:35-4.34)==
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).. ==Financial Literacy (N.J.S.A. 18A:35-4.34)==
• 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). ==Financial Literacy (N.J.S.A. 18A:35-4.34)==
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 ==Financial Literacy (N.J.S.A. 18A:35-4.34)==
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.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.
6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society
6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.
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.c: Analyze how other nations responded to the Great Depression.
6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. ==Amistad Law (N.J.S.A. 18A:35-4.43)== ==Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)==
• 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.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
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). ==Diversity & Inclusion (N.J.S.A. 18A:35-4.36a),== ==Amistad Law (N.J.S.A. 18A:35-4.43)==
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.

US History II

Interdisciplinary Companion Standards (NJSLS):
New Jersey Student Learning Standards (NJSLS) for Literacy:
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.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
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.
RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
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.
RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.11-12.1. Write arguments focused on *discipline-specific content.*
   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.
   B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
   C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
   E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
   E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

US History II

WHST.11-12.7 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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

US History II

Technology Integration (NJSLS 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

US History II

Students will understand that:	Essential Questions:
Students will understand that: ● Financial crises are caused by the simultaneous existence of fiscal, corporate, and governmental issues. **Financial Literacy (N.J.S.A. 18A:35-4.34)** ● The people and the government must accept dual responsibility for depressions. ● The role of the government in the economy is dictated by time-specific needs and values. ● Financial crises have had a wave-like existence in American history. **Financial Literacy (N.J.S.A. 18A:35-4.34)** ● Financial crises transform social, political, economic, and cultural standards and institutions. **Financial Literacy (N.J.S.A. 18A:35-4.34)** ● Photographs can be used to examine time period, bias, and power of the media. ● Elected officials are influenced through the social, political, economic, and cultural backgrounds of themselves and their selected advisors. ● Government leaders must rely on historical precedent in order to frame their contemporary decisions. ● There are differing opinions as to what role the government should have in its citizens' lives. ● Some leaders are more effective than others. ● People's lives are affected by the economic health of the country. **Financial Literacy (N.J.S.A. 18A:35-4.34)**	● What causes national financial crises? **Financial Literacy (N.J.S.A. 18A:35-4.34)** ● Who should be held responsible for a depression? ● How can depressions be avoided? **Financial Literacy (N.J.S.A. 18A:35-4.34)** ● What makes financial crises transformative events? **Financial Literacy (N.J.S.A. 18A:35-4.34)** ● Why are photographs important in historical analysis? ● What factors influence the thought process of elected officials? ● How has the level of growing government involvement affected society? ● How can we use the past to know how to fix present problems? ● How involved should the government get when it comes to problems with the economy? ● What makes some leaders more effective than others?

Acquisition of Knowledge & Skills

US History II

Students will know:
- The causes of the Great Depression
- The relationship between declining prices and business revenue. **Financial Literacy (N.J.S.A. 18A:35-4.34)**
- The relationship among declining business revenue, wages and employment
- The expansion in government spending as a result of the New Deal.
- The increase in the role of government as a result of the New Deal programs.
- The purpose of New Deal programs.
- The effects of New Deal policies on the U.S. economy.
- Why improved confidence was important to the U.S. recovery from the Great Depression.
- The New Deal did not benefit all Americans equally, especially racial minorities. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- The effect of direct communication with U.S. citizens in restoring confidence in the economy during the Great Depression.
- The functions of the Federal Reserve. **Financial Literacy (N.J.S.A. 18A:35-4.34)**
- The monetary policy of the US during the Great Depression and in recent years **Financial Literacy (N.J.S.A. 18A:35-4.34)**

Students will be able to:
- Build an argument by citing specific evidence for a claim and providing analysis
- Analyze how the actions and policies of the United States government contributed to the Great Depression
- Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health. **Financial Literacy (N.J.S.A. 18A:35-4.34)**
- Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy. **Financial Literacy (N.J.S.A. 18A:35-4.34)**
- Explain the interdependence of various parts of a market economy. **Financial Literacy (N.J.S.A. 18A:35-4.34)**
- Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
- Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. **Amistad Law (N.J.S.A. 18A:35-4.43)**

Stage 2: Acceptable Evidence
Transfer Task

What can we learn from the Great Depression?
After researching causes and responses of the Great Recession, be prepared to participate in a Harkness Discussion/Socratic seminar.

Stage 3: Activities

US History II

- Discussion of economic indicators, read the article "What Caused the Great Depression" and other charts/graphs and   visually depict the five main causes of the Great Depression.
- View clips from Peter Jennings "The Century: Stormy Weather" and read primary sources on Hoover's response
- Compare FDR's response to Hoover- New Deal readings, charts, etc...
- Watch the film Cinderella Man to visualize the human and psychological side of the Depression and explore the impact of local heroes
- Analyze various perspectives- critics of the New Deal (National Archives activity)
- Research various aspects of the Recession of 2008 and compare and contrast it to the Great Depression
- Engage in a Harkness Discussion/Socratic Seminar

Reference Materials

Primary	Secondary
- United States History –AGS Publishing - United States History –AGS Publishing workbook - United States History and Geography- Glencoe McGraw Hill - United States History and Geography- Glencoe McGraw Hill supplemental materials	- Textbook: United States History, Pearson Educational, Inc., 2010. - United States History (AP Review) - Peter Jennings "The Century" Documentary - Digital History (University of Houston) - Gilder Lehrman Institute of American History online textbook. - Reading Like a Historian - History Alive - The Great Crash by John Kenneth Galbraith - America the Story of US (documentary, clips) - Cinderella Man (movie) - NATIONAL COUNCIL ON ECONOMIC EDUCATION READINGS - Gene Smiley, "Recent Unemployment Rate Estimates for the 1920s and 1930s," Journal of Economic History, June 1983, 43, 487-93. - Causes of the Great Depression DBQ - FDR Inaugural Address - Hoover Radio Address Feb. 12, 1932 - Statement on Public v. Private Financing of Relief Efforts, February 3, 1931 - Hoover State of the Union Address, Dec. 6, 1932 - FDR Fireside Chat #1 - Speech by Ellen S. Woodward, Assistant Administrator; Works Progress Administration. (excerpts) - NO DEPRESSION IN HEAVEN by the Carter Family (1936) - Alden Stevens, "Whither the American Indian," Survey Magazine of Social Interpretation, March 1, 1940.

US History II

Accommodations and Modifications

US History II

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) - Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) - Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) - Simplify the language, format, and directions of the assessment - Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling - Allow editing and revision before grading	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages - Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. - Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. - Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. - Metacognitive Journals: Students will generate their own topics. - Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class

US History II

- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children
- What English- Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

- at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

US History II

Unit Title / Topic: World War II and the American Response to the Holocaust	Unit Duration: 17 days
Stage 1: Desired Results	

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies
6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.. **AAPI (P.L.2021, c.416)**
6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides..**Holocaust and Genocide (N.J.S.A. 18A:35-28)**
6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.
6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
6.1.12.HistoryCC.11.c: 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 **Amistad Law (N.J.S.A. 18A:35-4.43)**, **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. **Holocaust and Genocide (N.J.S.A. 18A:35-28)**
6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II
6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).

US History II

Interdisciplinary Companion Standards (NJSLS):

New Jersey Student Learning Standards (NJSLS) for Literacy:

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.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or the author's perspective(s) develop over the course of the text.

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.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

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.

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

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

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

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content.*

  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.

  B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

  C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

  D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

  E. Provide a concluding paragraph or section that supports the argument presented.

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

  A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

  B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

  C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

  D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

  E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

US History II

WHST.11-12.7 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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

US History II

Technology Integration (NJSLS 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will understand that:	**Essential Questions:**
Students will understand that: ● Events of the past shape the present. ● In times of desperation, people often do not think and act rationally. ● The United States increased its influence and power in the world after WWII. ● Strong leaders can alter the course of history.	● What responsibilities do we have to others in the world? ● Which social, economic and moral factors were most significant in leading the US to superpower status? ● What causes war? ● How can strong leaders change the course of history? ● Why do some people fight injustice and others don't? ● Are there times when prejudice in society is justified?

Acquisition of Knowledge & Skills

US History II

Students will know:
- Why people follow extremist leaders
- How Hitler and Mussolini rose to power and what the Allied response was
- How Hitler's decision to invade Russia affected the war in Europe
- Why Pearl Harbor and D-Day were so significant
- How Yalta helped determine the post-war world.
- The "theaters" of the war
- The American response to the Holocaust ==Holocaust and Genocide (N.J.S.A. 18A:35-28)==
- The power dynamic between Stalin and the other Allied powers
- The roles of people on the home front, especially women, African Americans ==Amistad Law (N.J.S.A. 18A:35-4.43)==, ==Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)==
- Controversial issues such as the internment of Japanese-Americans and use of atomic weapons ==AAPI (P.L.2021, c.416)==

Students will be able to:
- Build an argument by citing specific evidence for a claim and providing analysis
- Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.
- Compare and contrast different perspectives about how the United States should respond to aggressive policies
- and actions taken by other nations at this time.
- Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. ==AAPI (P.L.2021, c.416)==
- Analyze the decision to use the atomic bomb and the consequences of doing so.
- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. ==Holocaust and Genocide (N.J.S.A. 18A:35-28)==
- Explain the role that geography played in the development of military strategies and weaponry in World War II.
- Relate new wartime inventions to scientific and technological advancements in the civilian world
- Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.
- 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. ==Amistad Law (N.J.S.A. 18A:35-4.43)==, ==Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)==, ==AAPI (P.L.2021, c.416)==
- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. ==Holocaust and Genocide (N.J.S.A. 18A:35-28)==

Stage 2: Acceptable Evidence

US History II

Transfer Task
Why do people allow extremist leaders to rise to power?

Directions: Choose 3 extremist leaders in history and complete the following for EACH

- A) Name of leader
- B) Place
- C) Time period
- D) Briefly describe the situation economically, socially and politically immediately before the person rose to power?
- E) What did the leader offer?
- F) How did the person rise to control? (Coup, appointed, elected, etc…)

**After evaluating your research, decide what can be done to prevent extremist leaders from rising to power.
- Explain what could have been done in your 3 specific cases
- Make a generalization

Stage 3: Activities

- Analyze the appeal of dictators in Europe in the world between the wars- clips from "The Century: Stormy Weather" (Hitler rallies)
- Evaluate the American response to fascist aggression-Choices activity
- Evaluate why the US joined the war- text analysis of FDR's different drafts of speech after Pearl Harbor (National Archives activity)
- Primary source analysis multiple perspectives regarding the United States dropping the atomic bomb on Japan
- DBQ on America's use of the atomic bomb during WWII.
- Watch clips from History Channel's: *World War II From Space* to answer guided questions tracing the course of the war militarily and diplomatically and discuss in chunked parts
- Analysis of the significance of Yalta using activity packet (spiral)
- Analyze the American response to the Holocaust by researching (Chromebook activity)
- Evaluate the lessons that can be learned from the Holocaust and whether the global community has fulfilled its promise by researching potential modern genocides and current refugee crisis (Chromebook activity) **Holocaust and Genocide (N.J.S.A. 18A:35-28)**
- View Schindler's List to visualize the "stages" of the Holocaust and answer reflection questions **Holocaust and Genocide (N.J.S.A. 18A:35-28)**

Reference Materials

Primary	Secondary
- United States History –AGS Publishing - United States History –AGS Publishing workbook	- Textbook: United States History, Pearson Educational, Inc., 2010. - United States History (AP Review) - Peter Jennings "The Century" Documentary

US History II

- United States History and Geography- Glencoe McGraw Hill - United States History and Geography- Glencoe McGraw Hill supplemental materials	- Digital History (University of Houston) - Gilder Lehrman Institute of American History online textbook. - Reading Like a Historian - History Alive - World War II From Space (Documentary) - Choices (Between the World Wars Unit Plan) - USHM Website - The War (PBS Documentary/Teacher Materials)\ - Schindler's List (Movie Clips) **Holocaust and Genocide (N.J.S.A. 18A:35-28)** - Band of Brothers (Clips) - Facing History and Ourselves - Political Cartoons (Dr. Suess) - Atomic Bomb DBQ - Arsenal for Democracy Speech (FDR) - Day of Infamy Speech (FDR) "An Independent Destiny for America": Charles A. Lindbergh on Isolationism - Excerpts from George Takei's *They Called Us Enemy* **AAPI (P.L.2021, c.416)**

Accommodations and Modifications

US History II

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) - Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) - Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) - Simplify the language, format, and directions of the assessment - Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling - Allow editing and revision before grading - Design projects and assessment for student that require reduced sentence or paragraph composition	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages - Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. - Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. - Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. - Metacognitive Journals: Students will generate their own topics. - Self-Assessment Close Reading Quizzes: Challenge questions will be added.

US History II

- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children
- What English- Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

---

include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

US History II

US History II

Unit Title / Topic: Post World War II/ Early Cold War	Unit Duration: 14 days
Stage 1: Desired Results	

US History II

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies

6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. **Holocaust and Genocide (N.J.S.A. 18A:35-28)**

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.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.

6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**, **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations

6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.

6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability

US History II

Interdisciplinary Companion Standards (NJSLS):
New Jersey Student Learning Standards (NJSLS) for Literacy:
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
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
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.
RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
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.
RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.11-12.1. Write arguments focused on *discipline-specific content.*
    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.
    B.   Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
    C.   Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    D.   Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    E.   Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    A.   Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    B.   Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    C.   Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    D.   Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
    E.   Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

US History II

WHST.11-12.7 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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

US History II

Technology Integration (NJSLS 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

US History II

Students will understand that:	Essential Questions:
Students will understand that: ● Fear causes people to act irrationally. ● Alliances often switch depending on the situation or time period. ● Technological advances change the nature of war and relationships among nations. ● US military and diplomatic goals are often tied to economic relief. ● Along with potential communists during the Red Scare the United States government also persecuted members of the LGBTQ+ community during what would come to be known as the Lavender Scare. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**	● How does fear influence the way people act? ● How do alliances change? ● How do technological advances change the nature of war and relationships among nations? ● When is the "right" choice the wrong choice? (as with alliances) ● How can the way that history is taught and remembered be used to reinforce specific stereotypes about different groups of people. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Acquisition of Knowledge & Skills

Students will know:	Students will be able to:
● Tension between the US and Soviet Union escalated after WWII. ● The Cold War caused paranoia at home and abroad. ● The United States advocated economic support in order to prevent the spread of Communism. ● Containment was the guiding policy of the United States from 1945-1991. ● Personal liberties were violated by the US government in a quest to rid the country of possible Communist spies. ● The Cold War complicated decisions the US had to make regarding involvement in Vietnam. ● Application of containment will begin to manifest themselves in Korea and Berlin. ● The Lavender Scare of the 1950s/60s directly targeted members of the LGBTQ+ community as well as suspected Communists during the Red Scare. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** ● The Lavender Scare of the 1950s/60s resulted in the firing and resigning of between 5,000-10,000 government employees. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**	● Interpret and analyze poems and political cartoons ● Analyze primary sources ● Interpret maps, charts and graphs. ● Use interpretive and analytical skills to formulate positions on controversial issues. ● Build an argument by citing specific evidence for a claim and providing analysis ● Evaluate how the Cold War affected American foreign policy actions ● Evaluate how the Cold War affected people's civil liberties within the United States ● Understand how actions of the Cold War still affect us today ● Evaluate the existence of homophobia in society today and its impacts on members of the LGBTQ+ community.**Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

US History II

Stage 2: Acceptable Evidence

Transfer Task

Students will trace the progression of the modern Russo-American relationship in recent years and divide up the world into imagined sides if there were to be another "Cold War."

Stage 3: Activities

- Analyze what started the Cold War brainstorming and discussing unresolved issues after WWII- argument tower activity
- Complete a map activity on the growing division between European nations during the early Cold War period.
- Compare the Cold war to the War on Terror- chromebook research activity
- Primary source analysis using RLAH docs: the Truman Doctrine, the Marshall Plan and opinions of various Soviet leaders and create a "Twitter War" between key Cold War figures.
- View clips from "The Century: Best Years"- focus "containment in action"
- Analyze the Vietnamese Declaration of Independence and explain the difficulties in choosing sides for the United States- argument tower
- Analyze documents on perspectives of the Korean War and answer questions.
- Evaluate the legacy of the Korean War (modern Korea situation- chromebook activity, 60 minutes clip)
- Analyze and evaluate the extent of the persecution of members of the LGBTQ community during the Lavender Scare using both primary and secondary sources. (cooperative activity) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Analyze and evaluate the extent of the persecution of members of the LGBTQ community during the Lavender Scare by listening to the "Queer America" podcast (Episode Six: The Lavender Scare) and participating in a group discussion and reflection. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Reference Materials

Primary	Secondary
United States History –AGS Publishing United States History –AGS Publishing workbook United States History and Geography- Glencoe McGraw Hill United States History and Geography- Glencoe McGraw Hill supplemental materials	● Textbook: United States History, Pearson Educational, Inc., 2010. ● United States History (AP Review) ● Peter Jennings "The Century" Documentary ● Digital History (University of Houston) ● Gilder Lehrman Institute of American History online textbook. ● Reading Like a Historian ● History Alive ● Truman Library ● The California History-Social Science Project (Cold War Unit) ● The Lavender Scare: Gay and Lesbian Life in Post-World War II America.(video clip) **Persons with**

US History II

Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)

- The Lavender Scare: How the federal government purged gay employees(CBS News Report, June, 2019) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- The "Lavender Scare": Homosexuals at the State Department (Huffington Post Article) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Teaching Tolerance: Queer America Podcast (Episode Six: The Lavender Scare) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- "Iron Curtain" Speech (Winston Churchill)
- Stalin's Reply to Churchill, " March 14, 1946
- "Truman Doctrine Speech," delivered by President Truman to Congress on March 12, 1947.
- telegram sent by Soviet Ambassador Nikolai Novikov to Soviet Leadership in September 1946
- Soviet Premier (leader) Nikita Khrushchev speech (1956)
- Henry Wallace Speech on the Cold War
- The North Atlantic Treaty Excerpts (1948) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Excerpts from the Hoey committee (1950) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Excerpt from the Commerce Department's response to the Hoey committee) (1950
- Kicked Out Of Air Force For Being Gay, Helen Grace James Wins Honorable Discharge (radio interview) (2018) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Executive Order 10450--Security requirements for Government employment (1953)**Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- "Employment of Homosexuals and Other Sex Perverts in Government." December 15, 1950. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
-

Accommodations and Modifications

US History II

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) - Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) - Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) - Simplify the language, format, and directions of the assessment - Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling - Allow editing and revision before grading - Design projects and assessment for student that require reduced sentence or paragraph composition	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom websites for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages - Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. - Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. - Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. - Metacognitive Journals: Students will generate their own topics. - Self-Assessment Close Reading Quizzes: Challenge questions will be added.

US History II

- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children
- What English- Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

---

- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

- Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

US History II

Unit Title / Topic: The 1950s	Unit Duration: 11-12 days

Stage 1: Desired Results

US History II

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies

6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. **Holocaust and Genocide (N.J.S.A. 18A:35-28)**

6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.

6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. 6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.

6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

6.1.12.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.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.

6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities. **Amistad Law (N.J.S.A. 18A:35-4.43), Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities. **Amistad Law (N.J.S.A. 18A:35-4.43)**

6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights. **Amistad Law (N.J.S.A. 18A:35-4.43)**

6.1.12.C.13.b Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation

6.1.12.C.13.d Relate American economic expansion after World War II to increased consumer demand.

6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans. **Amistad Law (N.J.S.A. 18A:35-4.43)**

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. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination. **Amistad Law (N.J.S.A. 18A:35-4.43)**

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. **Amistad Law (N.J.S.A. 18A:35-4.43)**

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

6.1.12.EconNE.13.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).

6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. . **Amistad Law (N.J.S.A. 18A:35-4.43)**

US History II

Interdisciplinary Companion Standards (NJSLS):
New Jersey Student Learning Standards (NJSLS) for Literacy:
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.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
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.
RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
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.
RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.11-12.1. Write arguments focused on *discipline-specific content.*
    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.
    B.   Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
    C.   Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    D.   Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    E.   Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    A.   Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    B.   Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    C.   Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    D.   Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
    E.   Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

US History II

WHST.11-12.7 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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

US History II

Technology Integration (NJSLS 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

US History II

Students will understand that:	Essential Questions:
Students will understand that: ● Technology and innovations change people's lifestyles and values ● Some leaders and government actions can have a profound impact of history ● There were racial, ethnic and sexual tensions in the United States. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** ● When marginalized groups seek rights they are often met with hostility. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** ● The reasons the US involves itself abroad depends on our priorities at the time	● What makes some individuals more effective at bringing change? ● What causes change? Or, How can a law, ruling or presidential action dramatically transform society? ● When should the US intervene in other countries' problems?

Acquisition of Knowledge & Skills

US History II

Students will know:
- The implications of various Cold War "hot spots" such as Korea, Vietnam, Suez Canal, Guatemala, Iran
- The Interstate Highway Act and GI Bill of Rights as transformative pieces of legislation
- Why Martin Luther King was such a successful leader **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Women in the 1950s were expected to be what society deemed to be "normal," often sacrificing personal and financial success. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- How the Cold War affected our politics and military strategy
- The impact of the growth of suburbs
- How the "baby boomers" will affect all aspects of American history for the next 80-100 years
- The challenges to the status quo that existed.
- Brown vs the Board of Education was a pivotal ruling **Amistad Law (N.J.S.A. 18A:35-4.43)**
- The Daughters of Bilitis was the first lesbian activist group in the United States. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- The Homophile Movement was a push for LGBTQ+ rights in America beginning in the 1950s. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Students will be able to:
- Interpret and analyze poems and political cartoons
- Analyze primary sources
- Interpret maps, charts and Graphs
- Use interpretive and analytical skills to formulate positions on controversial issues.
- Build an argument by citing specific evidence for a claim and providing analysis
- Evaluate how the Baby Boom will affect multiple areas of American history for the next 80-100 years
- Analyze how certain pieces of legislation and Supreme Court rulings (Brown v. BoE) can be transformative. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Analyze why Martin Luther King, Jr. was so influential. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Evaluate why conformity and stability was embraced as a mindset of the 1950s
- Understand why some people questioned that mindset
- Evaluate the progress of the Civil Rights movement **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Judge the military and covert operations the United States took abroad

Stage 2: Acceptable Evidence

Transfer Task

Read an article, research and decide if LGBT rights are the modern-day equivalent of Civil Rights. If so, create a game plan on how to create specific change.

Stage 3: Activities

- Watch video clips from Peter Jennings "The Century," the army's infomercial on the GI Bill of Rights, "Duck and Cover" video.
- Read and discuss, "the Good Wife's Guide" and discuss how women's roles have/have not changed today. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Read selected readings on the GI Bill of Rights and Interstate Highway Act and debate which was more transformative in today's society.

US History II

- Analyze short poems/stories of various beatnik writers and discuss how they challenged the social norms of the 1950s. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**, **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Analyze primary sources to assess whether or not "separate but equal" really equal. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Evaluate the logic in the Brown v. BOE ruling and the future implications of it by looking at excerpts of the opinions and clips from the Kenneth Clark doll study. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Analyze Cold War "hotspots" map and complete activity.
- Demonstrate understanding of key themes of the 1950s by creating a playlist of modern day songs that reflect the values/norms of the 1950s (racial inequality, gender inequality, conformity, breaking norms, consumerism, and keeping up with the Jones.) or Call of Duty video game screen etc…. **Amistad Law (N.J.S.A. 18A:35-4.43)**, **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**, **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Analyze primary sources (books, letters, audio clips, political cartoons, etc.) to gain a better understanding of the origins of the Bilitis and the Homophile Movement. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Reference Materials

Primary	Secondary
● United States History –AGS Publishing ● United States History –AGS Publishing workbook ● United States History and Geography- Glencoe McGraw Hill ● United States History and Geography- Glencoe McGraw Hill supplemental materials	● Textbook: United States History, Pearson Educational, Inc., 2010. ● United States History (AP Review) ● Peter Jennings "The Century" Documentary ● Digital History (University of Houston) ● Gilder Lehrman Institute of American History online textbook. ● Reading Like a Historian ● History Alive ● A Time for Justice (Teacher Resources) ● NYC LGBT Historic Sites Project (website) ● Cornell University: 25 Years of Political Influence: The Records of the Human Rights Campaign (website) ● "Little Boxes" by Malvina Reynolds ● Good Housewife's Guide (1955) **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)** ● Eisenhower's Farewell Address (1961) ● Harry Henderson, "The Mass-Produced Suburbs: How People Live in America's Newest Towns." 1953. ● Betty Friedan, The Feminine Mystique, 1963 **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)** ● Joanne Meyerowitz, "Beyond the Feminine Mystique: A Reassessment of Postwar Mass Culture, 1946-1958." **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)** ● Allen Ginsberg "Howl" (excerpts) ● Martin Luther King speech at the March 22 MIA meeting **Amistad Law (N.J.S.A. 18A:35-**

US History II

4.43)
- Brown v. Board of Ed. Decision \
- The Ladder, Jan. 1959. Human Sexuality Collection. ==**Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**==
- An excerpt from a 1958 radio program discussing gay people in the US. (PBS Learning Media) ==**Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**==

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) - Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) - Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) - Simplify the language, format, and directions of the assessment - Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling - Allow editing and revision before grading - Design projects and assessment for student that require reduced sentence or paragraph composition	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages - Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. - Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. - Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. - Metacognitive Journals: Journal assignments will be	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. - Metacognitive Journals: Students will generate their own topics.

US History II

- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children
- What English- Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

---

shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

US History II

Unit Title / Topic: 1960s	Unit Duration: 26 days (10 days- JFK; 16-LBJ)

Stage 1: Desired Results

US History II

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies
6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
6.1.12.D.12.e Analyze the role that the media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
6.1.12.C.13.c Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education). **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
6.1.12.D.13.e Explain why the Peace Corps was created and how its role has evolved over time.
6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. **Amistad Law (N.J.S.A. 18A:35-4.43)**
6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities **Amistad Law (N.J.S.A. 18A:35-4.43)**, **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities. **Amistad Law (N.J.S.A. 18A:35-4.43)**
6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

US History II

Interdisciplinary Companion Standards (NJSLS):
New Jersey Student Learning Standards (NJSLS) for Literacy:
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.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
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.
RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
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.
RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.11-12.1. Write arguments focused on *discipline-specific content.*
  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.
  B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
  E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

US History II

WHST.11-12.7 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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

US History II

Technology Integration (NJSLS 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

US History II

Students will understand that:	Essential Questions:
Students will understand that: ● Conflict leads to change. ● Some leaders are more effective than others. ● People's different perspectives can create problems in a country. ● It is hard to justify war. ● The Supreme Court and presidential decisions affect the rights of the people. ● Poverty is a complex issue. ● Marginalized people and groups often rally behind one focused moment in order to enact change **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**	● How do people in power affect the country? ● When is it justified to fight in a war? ● Should you be more obligated to your principles or your country? ● Is there racial equality in America today? **Amistad Law (N.J.S.A. 18A:35-4.43)** ● Why are people poor? ● Why is conflict necessary for society? ● What rights should people have? ● Does equality extend to members of the LGBTQ+ community in modern society? **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Acquisition of Knowledge & Skills

US History II

Students will know:	Students will be able to:
- The election of 1960 was heavily influenced by the introduction of televised debates. - JFK created the Peace Corps to strengthen relations with third world countries in order to prevent the spread of communism. - The Cold War manifested itself in the creation of the Berlin Wall, the Cuban Missile Crisis and Bay of Pigs Invasion. - American involvement in Vietnam greatly escalated during the 1960s. - By the late 60s Americans began to question American justification of Vietnam. - The Great Society was an attempt by the Johnson administration to transform/improve the social and economic sectors of the United States. **Amistad Law (N.J.S.A. 18A:35-4.43)** - In the 1960s divisions within the Civil Rights Movement began to grow.**Amistad Law (N.J.S.A. 18A:35-4.43)** 1968 is considered a Watershed year. - The Stonewall Riots of 1969 are considered the beginning of the LGBTQ+ Rights Movement. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**	- Interpret and analyze poems and political cartoons - Analyze primary sources - Interpret maps, charts and Graphs - Use interpretive and analytical skills to formulate positions on controversial issues. - Build an argument by citing specific evidence for a claim and providing analysis - Analyze how technology influenced politics in the 1960s and how it has evolved today - Analyze why the Stonewall Riots began. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** - Evaluate how the Cold War affected various foreign policy decisions the United States made - Judge the role the government should take to alleviate the effects of poverty **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)** - Judge the effectiveness of the Great Society **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**, **Amistad Law (N.J.S.A. 18A:35-4.43),** - Evaluate how key Supreme Court rulings of the 1960s led to increased racial and civil equality. **Amistad Law (N.J.S.A. 18A:35-4.43), Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)** - Evaluate the significance of the events of 1968 - Analyze the causes of the Stonewall Riots of 1969. **Persons with**

US History II

- Analyze the difference between the phrases "riot" and "uprising." **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Stage 2: Acceptable Evidence

Transfer Task

Classroom project where students are assigned a group (i.e. member of the counterculture, pro-Vietnam American, follower of MLK, follower of Malcolm X, etc…) to respond to various discussion topics/ documents based on their assumed perspective

OR

Mini-Research assignment answering the question: Are we as divided in America today as we were then (in the '60s)?

Stage 3: Activities

Define the goals of Johnson's Great Society by reading and analyzing an excerpt from Johnson's speech (Doc 237- *Johnson on Equal Rights for all)*. Create a web identifying the areas of focus and how it is supposed to help.

Decide if the Great Society was effective by discussing and listing using a statistical data packet and historian excerpts (*War on Poverty Revisited* by Thomas Sowell and *What Was Really Great about the Great Society* by Joseph A. Califano, Jr.)

Analyze the divisions that developed within the Civil Rights movement by the mid1960s by watching a clip of The Century, discussing and taking notes. Read a letter from Malcolm X to Martin Luther King.

Evaluate if the Warren Court engaged in "liberal activism" by completing an analysis of selected 1960s court cases **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**, **Amistad Law (N.J.S.A. 18A:35-4.43)**

Analyze why and how Johnson escalated American involvement in Vietnam by reading an excerpt from LBJ's speech "Peace without Conquest," discussing and taking notes

Visualize the fighting conditions of Vietnam and the psychological impact on many soldiers by watching *Platoon* and completing a reflection

Evaluate why people were so divided over Vietnam and the ideals of the counterculture movement by listening to songs of the era, analyzing political cartoons and photos- jigsaw/gallery walk in partners **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

US History II

Analyze why 1968 is considered a "watershed year" by watching clips of *Assassinated: King and Kennedy* (Bobby), answering a reflection assignment, Chromebook Activity: Decide if we are as divided as a country today as we were then

Analyze primary documents in order to better understand why the Stonewall riots of 1969 began. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Read personal narratives of Marsha P. Johnson and Sylvia Rivera to better understand the beginning of the LGBTQ+ rights movement of the 1960s and compare and contrast their views. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Evaluate why the pace for change has been so slow for members of the LGBTQ+ community through a structured class discussion. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Reference Materials

Primary	Secondary
- United States History –AGS Publishing - United States History –AGS Publishing workbook - United States History and Geography- Glencoe McGraw Hill - United States History and Geography- Glencoe McGraw Hill supplemental materials	- Textbook: United States History, Pearson Educational, Inc., 2010. - United States History (AP Review) - Peter Jennings "The Century" Documentary - Digital History (University of Houston) - Gilder Lehrman Institute of American History online textbook. - Reading Like a Historian - History Alive - A Time for Justice (Teacher Resources/Documentary) **Amistad Law (N.J.S.A. 18A:35-4.43)** - Upfront Magazine (NY Times) - A Time to Break the Silence (teacher resources) **Amistad Law (N.J.S.A. 18A:35-4.43)** - Cold War America Lesson #4: The Vietnam War Copyright © 2013, The Regents of the University of California, All Rights Reserved - Teaching Stonewall (Teaching Tolerance, online resource) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** - Remembering Stonewall riots 50 years later: "We will be out, loud and proud" (CBS News Report, video) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** - How the Stonewall Riots Sparked a Movement	History.com (video) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

US History II

	- New York City Monument Will Honor Transgender Activists Marsha P. Johnson and Sylvia Rivera (Smithsonian digital article) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** - How the Stonewall riots inspired today's Pride celebrations (CNN Article) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** - Even People Who Were There Still Don't Agree on How Stonewall Started. Here's What We Do Know (TIME article) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** - Stonewall Riot Apology: Police Actions Were 'Wrong,' Commissioner Admits (NY Times article) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** - 1960 JFK/Nixon Debate (video clips) - John F. Kennedy, Speech promoting the Civil Rights Act of 1964, June 11, 1963. **Amistad Law (N.J.S.A. 18A:35-4.43)** - John Lewis, Speech at the March on Washington, August 1963. **Amistad Law (N.J.S.A. 18A:35-4.43)** - Great Society Speech, Lyndon B. Johnson, 1964 - What Was Really Great About The Great Society, By Joseph A. Califano Jr. - War on Poverty Revisited, By Thomas Sowell **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)** - The National Organization for Women (NOW) Statement of Purpose, October 29, 1966 **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)** - Letter from a private citizen to Senator Sam Ervin of North Carolina, June 18, 1968. - Editorial in the Washington Times, Wednesday, May 21, 2014 - Gulf of Tonkin Resolution Congressional Joint Resolution, August 7, 1964 - "Ballot or the Bullet" Speech (Malcolm X) **Amistad Law (N.J.S.A. 18A:35-4.43)** - Creedence Clearwater Revival: Fortunate Son **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)** - Masters of War by Bob Dylan - Reports of the Stonewall Riots, Jerry Lisker, The New York Daily News, July 6, 1969 **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** - - Sylvia Rivera, speech to the Latino Gay Men of New York, June - 2001. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)** - **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** - Dick Leitsch, "The Stonewall Riots: The Gay View," from the Mattachine **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** - Society of New York Newsletter, August 1969. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** - "Gay Power in New York City," The Ladder, October-November 1969. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** - The Gay Liberation Front platform statement, December 2, 1970. **Persons with Disabilities/LGBTQ**

US History II

	 •

Accommodations and Modifications

US History II

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) - Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) - Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) - Simplify the language, format, and directions of the assessment - Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling - Allow editing and revision before grading - Design projects and assessment for student that require reduced sentence or paragraph composition	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages - Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. - Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. - Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. - Metacognitive Journals: Journal assignments will be	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. - Metacognitive Journals: Students will generate their own topics. - Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class

US History II

- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
20 strategies to Support EAL Children
What English- Language Learners Wish Teachers Knew - Education Week
A Starting Point: Tips and resources for working with ESL newcomers

shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

Unit Title / Topic: 1970s (starting at Nixon/1968)	Unit Duration: 15 days

Stage 1: Desired Results

US History II

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies

6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**,

6.1.12.GeoHE.13.a: 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..

6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (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) in promoting civil liberties and equal opportunities. **Amistad Law (N.J.S.A. 18A:35-4.43),** **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.D.12.e Analyze the role that the media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

6.1.12.A.14.a 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.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**, **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.**Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.

US History II

Interdisciplinary Companion Standards (NJSLS):
New Jersey Student Learning Standards (NJSLS) for Literacy:
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.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or the author's perspective(s) develop over the course of the text.
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.
RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
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.
RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.11-12.1. Write arguments focused on *discipline-specific content.*
    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.
    B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
    C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
    E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

US History II

WHST.11-12.7 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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

US History II

Technology Integration (NJSLS 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective   outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

US History II

Students will understand that:

Students will understand that:

- Some leaders are more effective than others.
- A person's background determines what they can and cannot do.
- Events in other countries affect the United States.
- Watergate and Vietnam affected people's faith in the government.
- The reform movements of the seventies greatly affected American life as we know it for many minority groups, including women, members of the LGBTQ+ community, and racial minorities. **Amistad Law (N.J.S.A. 18A:35-4.43)**, **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**, **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Essential Questions:

- Are formerly oppressed minority groups still oppressed today? **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Why can wars be hard to stop?
- What does it take for reform movements to be successful?
- What affects a country's morale?
- Are political "outsiders" better leaders?
- How can members of a marginalized group influence a more inclusive society? **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- How can the actions of one influence the actions of many? **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Acquisition of Knowledge & Skills

US History II

Students will know:
- Distrust in the government increased throughout the 1970s. (Watergate/Pentagon)
- Women began to seek more equality with help of key legislation in the 1970s. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- The Nixon administration greatly changed the way the government interacted with Communist countries.
- American involvement in Vietnam ended in the 1970s, leaving the country scarred for years to come.
- The economy of the 1970s was affected by high domestic/foreign spending, high unemployment and energy crises.
- Various racial minority groups, women and members of the LGBTQ+ community sought political and economic equality during the 1970s. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**, **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- During the 1970s homosexuality was considered to be a mental disorder. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Harvey Milk became the first openly gay person to be elected to public office, ultimately becoming a major influence to members of the LBBTQ+ community serving in government. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Students will be able to:
- Interpret and analyze poems and political cartoons
- Analyze primary sources
- Interpret maps, charts and Graphs
- Use interpretive and analytical skills to formulate positions on controversial issues.
- Debate whether Nixon should be judged as harshly as he usually is
- Assess the impact of the Vietnam War on society in the 1970s.
- Describe the malaise of the 1970s
- Analyze the effects of Watergate
- Evaluate how the music of the 1970s was a reflection on the times. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Evaluate the legacy and influence of Harvey Milk's political career on the LGBTQ+ movement in America . **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Research and create presentations on the various LGBTQ+ rights groups that emerged during the 1970s and evaluate their impacts. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Stage 2: Acceptable Evidence

Transfer Task
- Students will be able to decide to what degree gender equality has improved, how much of a gap there still is and what can be done to make it more equal by doing research on various categories such as education, standard of living, etc… **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Stage 3: Activities

US History II

- Create a social, economic, political chart for the 1970s using History Alive activity
- Create a chart that compares/contrasts how Nixon and previous presidents have approached the Cold War
- Analyze the lessons learned from the Vietnam War by reading primary documents discussing the end of the Vietnam War and write a letter to future presidents on how to avoid mistakes made under previous administrations.
- Analyze photographs of Vietnamese refugees following the Vietnam War to better understand their immigration experiences in America. **AAPI (P.L.2021, c.416)**
- Students will analyze primary source documents related to Watergate and place them in the correct "stage" of the scandal after reading information about each stage.
- Compare Watergate to the Monica Lewinsky Scandal
- Judge Nixon's presidency- should he be judged as harshly as he is?
- Develop a promotional campaign either supporting or objecting to Title IX after exploring the controversy surrounding Title IX- view clips from CNN's *The Seventies: Battle of the Sexes* **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Analyze Carter's appeal and presidency by viewing clips of *The Century: Approaching the Apocalypse* and *Starting Over*
- View selected clips from the film Argo.
- Decide if gender equality has improved, how much of a gap there still is and what can be done to make it more equal by doing research on various categories such as education, standard of living, etc… **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Using primary sources and archival footage students will pick a modern political figure who shares the same beliefs and values as Harvey Milk and evaluate Milk's impact on not only that figure, but modern society. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Create presentations on LGBTQ+ rights groups. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Reference Materials

Primary	Secondary
- United States History –AGS Publishing - United States History –AGS Publishing workbook - United States History and Geography- Glencoe McGraw Hill - United States History and Geography- Glencoe McGraw Hill supplemental materials	- Textbook: United States History, Pearson Educational, Inc., 2010. - United States History (AP Review) - Peter Jennings "The Century" Documentary - Digital History (University of Houston) - Gilder Lehrman Institute of American History online textbook. - Reading Like a Historian - History Alive - A Time for Justice (Teacher Resources/Documentary) **Amistad Law (N.J.S.A. 18A:35-4.43)** - Upfront Magazine (NY Times) - DocsTeach (National Archives) - Jimmy Carter Presidential Library and Museum (teacher resources)

US History II

- The Legacy Project (selected articles) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- "Milk" (movie clips) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Flashback: Meet San Francisco Supervisor Harvey Milk | NBC News (video clip)**Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Harvey Milk's radical vision of equality - Lillian Faderman (Ted-Ed, video clip) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Forty years after his death, Harvey Milk's legacy still lives on (NBC article) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- 40 Years After The Assassination Of Harvey Milk, LGBTQ Candidates Find Success (NPR article) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Pentagon Papers (excerpts)
- Jerry Lisker, The New York Daily News, July 6, 1969.
- Sylvia Rivera, speech to the Latino Gay Men of New York, June 2001. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Dick Leitsch, "The Stonewall Riots: The Gay View," from the Mattachine Society of New York Newsletter, August 1969.**Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- "Gay Power in New York City," The Ladder, October-November 1969. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Watergate Files (excerpts)
- Nixon's "Silent Majority" Speech
- Crisis of Confidence Speech (Jimmy Carter, 1979)
- Harvey Milk's the "Hope Speech" (1978) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- The Last Words of Harvey Milk… (recording, 1978) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Accommodations and Modifications

US History II

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) - Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) - Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) - Simplify the language, format, and directions of the assessment - Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling - Allow editing and revision before grading	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages - Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. - Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. - Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. - Metacognitive Journals: Students will generate their own topics. - Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class

US History II

- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children
- What English- Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

- at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

US History II

Unit Title / Topic: Contemporary America (1980s-present)	Unit Duration: at least 10 days

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies
6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. 6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern. 6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies. **Financial Literacy (N.J.S.A. 18A:35-4.34)**

6.1.12.C.14.b Judge to what extent the government should intervene at the local, state, and national levels on issues related to the economy. **Financial Literacy (N.J.S.A. 18A:35-4.34)**

6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society. **Financial Literacy (N.J.S.A. 18A:35-4.34)**

6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.

6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**, **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

6.1.12.A.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.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign policy.

6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget. **Financial Literacy (N.J.S.A. 18A:35-4.34)**

US History II

6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.

6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.

6.1.12.D.15.c Explain how and why religious tensions and historic differences 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.D.15.d 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.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.A.16.c 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.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.

6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.**Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

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. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**, **Amistad Law (N.J.S.A. 18A:35-4.43)**

6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

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.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.

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. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**,

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.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

US History II

6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies. **Financial Literacy (N.J.S.A. 18A:35-4.34)**

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. **Financial Literacy (N.J.S.A. 18A:35-4.34)**

- 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

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.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.

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. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**, **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

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. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**, **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy

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.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.

US History II

Interdisciplinary Companion Standards (NJSLS):
New Jersey Student Learning Standards (NJSLS) for Literacy:
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.
RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
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.
RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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.
RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.11-12.1. Write arguments focused on discipline-specific content.
  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.
  B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
  E. Provide a concluding paragraph or section that supports the argument presented.
WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

US History II

WHST.11-12.7 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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

US History II

Technology Integration (NJSLS 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

US History II

Students will understand that:	Essential Questions:
Students will understand that: ● History is cyclical in nature. ● Some events have a bigger impact on the course of history than others. ● Music is often a reflection of the times ● The inaction of the federal government to a national crisis can spark national change. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**, **Amistad Law (N.J.S.A. 18A:35-4.43)**, **AAPI (P.L.2021, c.416)** ● Often legislatures will alter or change laws in order to protect those who have been marginalized. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**, **Amistad Law (N.J.S.A. 18A:35-4.43)**, **AAPI (P.L.2021, c.416)**	● What is meant by the saying "if you don't learn from the past, you are doomed to repeat it?" ● How do events of the past shape the present and the future? ● What do you think the social, economic and political issues will be in 20 years? ● Does music always reflect the times or are the times influenced by music? ● How does the federal government impact or influence public opinion on major crises? **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**, **Amistad Law (N.J.S.A. 18A:35-4.43)**, **AAPI (P.L.2021, c.416)** ● What role does the Constitution play in modern society? **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**, **Amistad Law (N.J.S.A. 18A:35-4.43)**, **AAPI (P.L.2021, c.416)** ● What is a hate crime? **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**, **Amistad Law (N.J.S.A. 18A:35-4.43)**, **AAPI (P.L.2021, c.416)** ● How can a tragic event spark national, political change. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**, **Amistad Law (N.J.S.A. 18A:35-4.43)**, **AAPI (P.L.2021, c.416)** ● How does the 14th Amendment of the United States Constitution ensure marriage equality? **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** ● What role do American schools have in teaching LGBTQ+ history? **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** ● Are laws that prevent the teaching of LGBTQ+ members of society constitutional?**Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)** ● How do individuals enact major change? **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**, **Amistad Law (N.J.S.A. 18A:35-4.43)**, **AAPI (P.L.2021, c.416)** ●
Acquisition of Knowledge & Skills	

US History II

Students will know:	Students will be able to:
- The end of the Cold War was pivotal in shaping the power dynamics of the Modern World. - The rise of the Internet transformed America, socially, economically and politically. - Politics and economics go hand in hand, especially in regards to tax rates, government spending, income inequality, etc… - Conflicting political, social, cultural and regional ideologies has created an increasingly divided United States, specifically in regard to gun control, environmental issues, religion, abortion, gender and sexuality. - The Americans with Disabilities Act (ADA) protects people with disabilities from discriminiation through employment, transportation, and public accommodations.<mark>Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)</mark>, - Leonard Matlovich was a United States Air Force Seargent who was discharged from military serivice for being gay.<mark>Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)</mark>, - Don't ask, dont' tell (DADT) was a controversial law signed under the Clinton administration that ended the ban on members of the LGBTQ from serving in the military as long as they did not publicize their sexual orientations.<mark>Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)</mark>, - Don't' Ask, dont tell was repealed in 2011. <mark>Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)</mark>, - Matthew Shepard was a member of the LGBTQ+ community who was murdered. <mark>Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)</mark>, - Matthew Shepard's death influenced the passage of the Hate Crimes Prevention Act (often called the Matthew Shepard Act). <mark>Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)</mark>, - The Hate Crimes Prevention Act is a federal law that extends protection against bias towards members of the LGBTQ+ community <mark>Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)</mark>,	- Interpret and analyze poems and political cartoons - Analyze primary sources - Interpret maps, charts and Graphs - Use interpretive and analytical skills to formulate positions on controversial issues. - Evaluate the impact of the United States transitioning to a multi-polar world - Judge contemporary presidents- Reagan and Obama - Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. - Analyze conflicting ideologies and government actions regarding race, healthcare, gun control and urban/rural issues, <mark style="background:orange">Amistad Law (N.J.S.A. 18A:35-4.43)</mark> - Analyze why September 11th was such a pivotal event globally and domestically - Evaluate how the technological revolution has altered nearly every aspect of American life. <mark>Examine how personal stories can often reveal a global reality. Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)</mark>, <mark style="background:orange">Amistad Law (N.J.S.A. 18A:35-4.43)</mark>, <mark style="background:cyan">AAPI (P.L.2021, c.416)</mark> <mark>Evaluate how the US Constitution continues to protect the rights of marginalized groups.</mark><mark>Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)</mark>, <mark style="background:orange">Amistad Law (N.J.S.A. 18A:35-4.43)</mark>, <mark style="background:cyan">AAPI (P.L.2021, c.416)</mark> ,

US History II

- Obergefell v. Hodges ruled that same sex marriage was legal nation wide. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**,
- 9/11 was a day that changed America socially, economically and politically as well as affected our foreign policy moving forward.
- The "War on Terror" has guided American policy thinking since 2001 and has resulted in multiple interventions abroad.
- In the 2015 Supreme court case Obergefell v. Hodges the Supreme Court ruled marriage equality extends to same sex couples and is protected by the 14th Amendment. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**,
- Some US states have laws that prohibit teaching about LGBTQ+ lifestyles. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**,

Stage 2: Acceptable Evidence

Transfer Task

- Students will create Pecha Kucha style presentations or digital scrapbooks on various topics of Modern American history and relate their impacts to society today.

Stage 3: Activities

- View *The Story Of Us: Millennium* and answer guiding questions.
- Research why people either love or hate Reagan and Obama- chromebooks
- Engage in a silent debate for each of the two presidents: Reagan- Love him/ Hate him Obama: Love him/hate him- Using white boards
- Create a ranking bracket of most influential people, legislation/ruling and/or events
- "The year the world really changed" students will be able to decide which year they think was more of a watershed year in shaping modern American history - 1989 or 1979 by reading articles about both years?
- Students will read the story of Air Force Sergeant Leonard Matlovich and discuss the United States' policy on LGBTQ+ members serving in the military. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**,
- Evaluate the Reagan administration's response to the HIV/AIDS epidemic during the 1980s. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**,
- Analyze how the HIV/AIDS epidemic affected the LGBTQ+ community by analyzing various primary and secondary sources. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**,
- Compare and contrast the Civil Rights Act of 1964 to the Americans with Disabilities Act of 1990 by creating visual representations of the similarities and differences of both laws. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**,

US History II

- Analyze and evaluate the impact that Matthew Shepard's death had on America and the LBBTQ+ community by viewing various primary and secondary sources and listening to parts of "Considering Matthew Shepard." **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**,
- Students will analyze how the 14th Amendment was extended to guaranteeing marriage equality by reading the Amendment and argue how the amendment applies to other civil liberties. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**,
- Students will research which states currently have laws prohibiting the "promotion of homosexuality" and analyze the reasons why these states still have these laws. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**,
- Analyze how the Covid-19 pandemic affected members of the AAPI community here in the United States. **AAPI (P.L.2021, c.416)**
- Modern Song analysis
- Using the Asian American Education Project website students will analyze primary sources discussing the challenges AAPI face in modern society. **AAPI (P.L.2021, c.416)**
- Pecha Kucha presentation project- given a selection of events/people and topics, research and explain why it/they is important to modern American history.

Reference Materials

Primary	Secondary
" - United States History –AGS Publishing - United States History –AGS Publishing workbook - United States History and Geography- Glencoe McGraw Hill - United States History and Geography- Glencoe McGraw Hill supplemental materials	- Textbook: United States History, Pearson Educational, Inc., 2010. - United States History (AP Review) - Peter Jennings "The Century" Documentary - Digital History (University of Houston) - Gilder Lehrman Institute of American History online textbook. - Reading Like a Historian - History Alive - Upfront Magazine (NY Times) - Pew Research Center: Asian Americans are the fastest-growing racial or ethnic group in the U.S. electorate **AAPI (P.L.2021, c.416)** - Asian American Education Project **AAPI (P.L.2021, c.416)** 30 years after ADA's passage, what it means to these Americans with disabilities (PBS Newshour clip) "When I Walk" (PBS POV Documentary Clips) - Yale University Teachers Institute (various articles/resources) - ourdocuments.gov - Teachingtolerance.org - The history of 'don't ask, don't tell' (CNN video clip)

US History II

- <mark>Once Banned, Then Silenced: How Clinton's 'Don't Ask, Don't Tell' Policy Affected LGBT Military (history.com article)</mark>
- <mark>How a Closeted Air Force Sergeant Became the Face of Gay Rights (TIME magazine article)</mark>
- <mark>The Book of Matthew (tolerance.org)</mark>
- <mark>'Ten Years Later,' The Matthew Shepard Story Retold (NPR broadcast)</mark>
- <mark>The Wind Passed Through Wyoming and Held Your Name by Cory Collins (poem)</mark>
- <mark>20 Years After Matthew Shepard's Murder, His Parents' Activism Continues (Sunday TODAY video)</mark>
- <mark>Timeline of same-sex marriage laws (PBS Newshour resource)</mark>
- <mark>Laws that Prohibit the "Promotion of Homosexuality":Impacts and Implications (GLSEN research brief)</mark>
- <mark>"When AIDS Was Funny" (Documentary)</mark>
- <mark>"1982: The AIDS Epidemic" by Lawrence K. Altman and published in the New York Times Upfront magazine on April 23, 2012.</mark>
- **<mark>Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)</mark>**
- "Why We Fight" by Vito Russo, ALBANY NY, May 9, 1988 (speech)
- Ronald Reagan, Farewell Address, January 11, 1989
- Coretta Scott King, address during the 20th Anniversary of the March on Washington, August 28, 1983.
- Jack Kemp, Speech before the Congress, March 9, 2000.
- Ron Dellums, "Reaganomics: Assault on human dignity and survival," Social Work, 1982.
- President Clinton's comments on signing the supplemental agreements to NAFTA, September 14, 1993
- Ralph Nader, "Free Trade and the Decline of Democracy" 1993.
- Pat Buchanan, "America First, NAFTA Never," November 7, 1993.
- Senator Hillary Clinton, Democrat from New York, October 10, 2002. (War in Iraq)
- Senator Robert Byrd, Democrat from West Virginia, October 10, 2002 (War in Iraq)
- Senator Rick Santorum, Republican from Pennsylvania, October 10, 2002 (War in Iraq)
- <mark>Dr. Neil Shram about physician Paul Cameron's views of AIDS and homosexuality, February 10, 1986. (speech transcript)</mark> **<mark>Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)</mark>**

Accommodations and Modifications

US History II

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) - Substitute a hands-on activity or use of different media in projects for a written activity - Provide word banks / word walls - Prepare and distribute advance notes - Provide model sentence frames and sentence starters for both oral responses and written responses - Provide additional time to complete assessments and assignments - Model and use gestures to aid in understanding - Model tasks by giving one or two examples before releasing students to work independently - Present instructions both verbally and visually - Simplify written and verbal instructions - Allow students to use eDictionaries - Avoid slang and idiomatic expressions. - Speak clearly and naturally, and try to enunciate words, especially their ending sounds. - Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) - Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) - Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) - Simplify the language, format, and directions of the assessment - Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling	- Break down assignments with oral directions, written directions, and visuals. - Provide frequent reminders to stay on task. - Provide copies of notes and practice note taking skills. - Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. - Follow individual IEP plans for specific modifications. - Use colors to differentiate while teaching - List steps or guidelines to clarify expected outcome - Provide visual supports - Reinforce on-task behavior - Peer mentoring (pairing with another student who is working at an advanced level) - Guided questions - Partnering/Grouping of students - Re-teaching and review - Multi-media approach to accommodate various learning styles - Decrease/Modify number of project requirements - Teacher/Aide assistance - Translation tool for different languages - Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. - Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. - Partner Analysis Activities: Partnerships will be pre-	- Provide a variety of individualized work centers - Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. - Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation - Provide student the opportunity to demonstrate for the class - Create additional projects in a different medium - Individual presentations - Multiple mediums in project - Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. - Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. - Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. - Metacognitive Journals: Students will generate their own topics. - Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own

US History II

- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:
- 20 strategies to Support EAL Children
- What English- Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

---

selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

---

questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

US History II

US History II