

COURSE TITLE

US History I

LENGTH

Full Year
Grade 10

DEPARTMENT

Social Studies

SCHOOL

Rutherford High School

DATE

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US History I

I. Introduction/Overview/Philosophy

This curriculum surveys United States History in the first half of the twentieth century beginning with the Industrial Age through World War II. It is the first year of the two-year United States History requirement and partially fulfills the social studies graduation requirement. The focus will be on the social, political and economic factors that developed and evolved in this period.

Students are expected to be active participants in this course and their education. Social studies skills will continue to be honed. The skills include critical thinking, interpretation, comprehension, geography, and technology. To promote this, teachers will use many teaching methods from collaborative education, differentiated instruction, creative assignments, to the latest technology available. A major goal is for students to develop the ability to apply their insights into the past to deal with the issues of the fast-changing contemporary world of today and tomorrow. The leadership characteristics of leading individuals will be studied to demonstrate those traits to students for their own development.

The course additionally meets the New Jersey Student Learning Standards, the New Jersey Holocaust/Genocide LQBTQ+ and Amistad mandates. The history of New Jersey is infused into the curriculum and will parallel United States History. Career education standards are also infused and will help a student understand changes in careers and prepare for future employment.

The course is required of all students of all academic levels. For this reason, teachers are expected to use a wide array of instructional methods, allow for individual student learning styles, and differentiate their classes to have each student put his/her maximum effort into class to derive the maximum learning experience.

The content will include the study of The Gilded Age, World War I and World War II and their causes, results, and effect upon American society. A unit on economic theory and concepts is included, and this will enhance the learning of the prosperity of the 1920s, the economic issues of the Great Depression, and how war brings rapid economic changes. The changes in American culture will be important to the study. This includes life styles, art, The Jazz Age, the Harlem Renaissance, and rapid technological change and advancement.

II. Objectives

Course Outline:

1. The Gilded Age and the Rise of Industrialization 1876-1900
 - a. The Expansion of Industry
 - 1) New Jersey- Thomas Edison, Alexander Hamilton, Great Falls, Bell Labs
 - 2) American Industrialists- Robber Barons or Captains of Industry?- Carnegie, Morgan, Vanderbuilt, etc.
 - 3) political machines
 - b. The Age of Railroads
 - c. Post Reconstruction America/ Jim Crow
 - d. City growth
 - 1) Electric trains and urban transit (the trolley)
 - 2) Steel bridges

- 3) Skyscrapers
 - e. Segregation and Discrimination
 - 1) Jim Crow laws
 - 2) *Plessy v. Ferguson*
 - a) Separate but equal
 - b) Legalized racial segregation
 - 3) Ida B. Wells - violence in the South
 - 4) DuBois vs. Washington
 - 5) NAACP
 - f. Mass Culture
2. Progressive Reform 1901 - 1920
- a. Social welfare relieves urban problems
 - 1) Florence Kelley
 - a) Improve lives of women and children
 - b) Illinois Factory Act
 - 2) Young Men's Christian Association
 - 3) Salvation Army
 - b. Moral Reform
 - 1) Prohibition movement grows
 - 2) Anti-Saloon League
 - 3) Change individual behavior
 - c. Economic reform
 - 1) Question wisdom of capitalism
 - 2) American Socialist Party and Eugene V. Debs
 - 3) Corrupt business activities
 - a) Muckrakers
 - b) Ida M. Tarbell
 - 4) Scientific management
 - d. Political reform
 - 1) Government corruption
 - a) Rise of reform mayors, Tom Johnson, Cleveland, Ohio
 - 2) State reforms - Robert M. LaFollette
 - a) Elections- initiative, referendum, reform, recall, Direct election of US senators (17th Amendment)
 - e. President's Progressive Reform
 - 1) Theodore Roosevelt and the Square Deal
 - a) Federal government power
 - i. Coal strike and arbitration
 - ii. Trust busting
 - iii. Support of citizens before corporations
 - iv. Railroad regulation
 - b) Public issues
 - i. Health protection
 - Upton Sinclair "The Jungle"
 - Meat Inspection Act
 - Pure Food and Drug Act
 - ii. Conservation of natural resources
 - John Muir

- Gifford Pinchot

- 2) William Howard Taft
 - a) Payne-Aldrich Tariff
 - b) Break with Roosevelt's progressivism
 - 3) Woodrow Wilson
 - a) 1912 election and the Bull Moose Party
 - b) Women's Suffrage (19th Amendment)
3. American Imperialism
- a. Imperialism
 - 1) reasons/justifications for imperialism
 - 2) White Man's Burden
 - 3) Annexation of Hawaii
 - 4) Spanish American War
 - b. Theodore Roosevelt and the World
 - 1) Peacemaker- Nobel Peace Prize
 - a) Russo-Japanese War
 - 2) The Great White Fleet
 - 3) Panama Canal
 - a) Imperialistic policy
 - b) Big stick diplomacy
 - c) Construction
 - 4) Roosevelt Corollary to the Monroe Doctrine
 - b. Taft and Wilson
 - 1) Dollar diplomacy
 - 2) Missionary/moral diplomacy
4. World War I
- 1) Long-term causes
 - a) Nationalism
 - b) Imperialism
 - c) Militarism
 - d) Alliance system
 - 2) Assassination of the Archduke Franz Ferdinand
 - 3) Trench warfare
 - 4) American neutrality
 - a) Opposition to American involvement
 - b) Growing sympathy for Allies
 - 5) United States declares war
 - a) British blockade
 - b) U-boats and unrestricted submarine warfare
 - i. the *Lusitania*
 - c) Zimmerman note
 - d) United States declares war
 - 6) World War I at home; The US mobilizes
 - a) Selective Service Act
 - b) War Industries Board
 - c) National War Labor Board
 - d) Food Administration
 - e) Fuel Administration

- f) Financing the war
- g) Committee on Public Information
- h) Espionage and Sedition laws
- i) The Great African-American migration
- j) Women in war
- 7) The Western Front
 - a) New weapons
 - b) Major battles
 - d) Armistice Day, 11th day, 11th month, 11th hour
- 8) Peace
 - a) Wilson's Fourteen Points
 - b) Treaty of Versailles
 - c) United States Senate rejects the Treaty
 - i. Isolationism
 - ii. Rejection of the League of Nations
- 5. Post WWI American/ The Roaring Twenties
 - a. Rise of urban America (1920 census)
 - b. Prohibition (18th Amendment) - causes and effects
 - 1) The Noble Experiment
 - 2) Growth of organized crime
 - c. Science and religion
 - 1) Evolution
 - 2) Fundamentalism
 - 3) The Scopes Trial
 - d. Anti-immigrant reaction
 - 1) Renewed isolation, nativism, and political conservatism
 - 2) The Russian Revolution and Communism
 - 2) The Red Scare and the Palmer Raids
 - 3) Sacco and Vanzetti trial
 - 4) Resurgence of the Ku Klux Klan
 - 5) The Quota System
 - e. Labor unrest
 - 1) Efforts by labor to organize
 - 2) The Boston police strike
 - 3) Steel and coal strikes
 - 4) Americans oppose unions
 - f. The American economic boom
 - 1) Rising living standards
 - a) The automobile
 - b) Household appliances and conveniences
 - 2) The Roaring 20s/ The Jazz Age
 - a) The flapper
 - b) Changing family values
 - 3) Mass media culture
 - a) The radio
 - b) Modern advertising
 - 4) Leisure time/Pop Culture
 - a) Increased interest in sports

- b) American sports heroes
 - i. Babe Ruth
 - ii. Gertrude Ederle
 - iii. Jack Demsey
 - c) Movies - “The Jazz Singer”
 - d) Charles A. Lindbergh - New Jersey connections
 - e) Literature
 - i. F. Scott Fitzgerald
 - ii. Sinclair Lewis
 - iii. Edna St. Vincent Millay
 - iv. Ernest Hemingway
- 5) The Harlem Renaissance
- a) Marcus Garvey
 - i. Black pride
 - ii. Back to Africa movement
 - b) African American writers, performers, and artists
 - i. Claude McKay
 - ii. Langston Hughes
 - iii. Zora Neale Hurston
 - iv. Paul Robeson- New Jersey connection
 - v. Josephine Baker
 - c) African American jazz
 - i. Louis Armstrong
 - ii. Bessie Smith
 - iii. Duke Ellington
6. The Great Depression and the New Deal
- a. Introduction to Economics
 - 1) Basic economic questions to be answered by society
 - a) What goods will be produced?
 - b) How will the goods be produced?
 - c) For whom will the goods be produced?
 - b. Causes of the Great Depression
 - 1) Key industries not profitable
 - 2) Farms
 - a) Falling prices
 - b) Rising production
 - c) Less money to spend
 - d) The Dust Bowl
 - 3) Rise in credit purchases
 - 4) Uneven income distribution
 - 5) The stock market crash
 - a) Speculation during the 1920s
 - b) Margin buying, lack of cash in the market
 - c) Black Tuesday
 - c. Effects of the Depression
 - 1) People’s lives
 - a) Shanty towns
 - b) Soup kitchens

- 2) Impact on minorities
- d. Comparison of Hoover and Roosevelt and the role of government in the Depression
 - 1) Hoover
 - a) Limit role of government to prevent government from taking too much power
 - c) Philosophy
 - i. Rugged American individualism - people succeed through their own efforts
 - ii. Opposed to any federal welfare or direct relief to the needy. Help comes from charities and local organizations
 - iii. Limited government projects
 - Reconstruction Finance Corporation
 - Federal Home Loan Bank Act
 - 2) Franklin D. Roosevelt
 - a) Government takes an active role in helping the needy
 - b) Gave direct relief and welfare to the needy (work relief)
 - c) Gave government the power to regulate the economy
 - f) radical changes to the government
 - g) Eleanor Roosevelt's role- Universal Declaration of Human Rights
- e. The New Deal
 - 1) Relief, Recovery, Reform
 - 2) The New Deal programs fall into one or more of these categories.
 - a) Agricultural Adjustment Act
 - b) Civilian Conservation Corp.
 - c) Glass Stegall Act
 - d) Securities and Exchange Commission
 - e) Emergency Banking Relief Act
 - f) National Industrial Recovery Act
 - g) Tennessee Valley Authority
 - h) Works Progress Administration
 - i) Federal Emergency Relief Act
 - j) Public Works Administration
 - k) National Labor Relations Act
 - l) Fair Labor Standards Act
 - m) Social Security Act
 - 3) The arts in the Depression
 - a) WPA artists and public buildings
 - b) Federal theater and writers projects
 - Grapes of Wrath - John Steinback
 - Native Son - Richard Wright
 - Our Town - Thornton Wilder
 - Dorothea Lange- photography
 - 4) Legacy of the New Deal
 - a) Effect on the Great Depression
 - b) Effect on people's lives
 - c) Effect on the nation
 - d) Effect on America today
7. World War II
 - a. Failure of the Treaty of Versailles
 - b. Rise of dictators

- 1) Joseph Stalin - Soviet Union
- 2) Benito Mussolini - Italy
- 3) Adolf Hitler- Germany
- 4) Militarism - Japan
- c. Fascism - political, social and economic philosophy begun by Mussolini and followed by Hitler.
- d. United States' response
 - 1) Isolationism
 - 2) Neutrality laws
- e. Expansion of Nazism in Europe
 - 1) Occupation of the Rhineland
 - 2) Annexation of Austria
 - 3) Sudetenland, Czechoslovakia
 - a) Munich Conference (The Great Appeasement)
 - b) Seizure of all Czechoslovakia
 - 4) Non-aggression Pact - Germany and the Soviet Union
 - 5) Germany invades Poland
 - 6) France and England declare war
 - 7) Battle of Britain
 - 8) Invasion of the Soviet Union
- f. The Holocaust
 - 1) Reasons for persecution of the Jews
 - 2) Kristallnacht - night of the broken glass
 - 3) Genocide and the "final solution"
 - 4) Other victims - opponents of Fascism and anyone deemed unfit
 - 5) Concentration camps and slave labor
 - 6) Extermination of 12 million people including 6 million Jews
- g. The United States responds to war in Europe
 - 1) Cash and carry neutrality
 - 2) Selective Service Act
 - 3) The arsenal of democracy
 - 4) Lend-Lease Act
 - 5) The Battle of the Atlantic and German submarine wolf packs -
 - 6) The Atlantic Charter
- h. War in the Pacific
 - 1) Japan's dictator Hideki Tojo
 - 2) Expansion of Japan into Asia and to the Pacific islands
 - 3) US and Japan attempt to negotiate
 - 4) December 7, 1941: Pearl Harbor, Hawaii
- i. The Homefront
 - 1) Women in the military
 - 2) Minorities in the military
 - 3) Changes in American industrial production
 - 4) Changes in labor - women and minority workers
 - 5) Manhattan Project - the atomic bomb
 - 6) Propaganda by motion pictures, radio, and print materials
 - 7) Internment of Japanese-Americans
 - 8) Office of Price Administration
 - 9) War Production Board

- 10) Rationing
- 11) Japanese Internment
- j. Major American/Allied offensives
 - 1) North Africa
 - 2) Italy
 - 3) Battle of the Atlantic
 - 4) Battle of Stalingrad
 - 5) D-Day, June 6, 1944
 - 6) Battle of Midway
 - 7) Battle of the Coral Sea
 - 8) Island hopping strategy
 - 9) The use of the atomic bomb - should it be used and how?
- k. The Peace
 - 1) V-E and V-J Days
 - 2) The Yalta Conference
 - 3) Creation of the United Nations
 - 4) The Potsdam Conference
 - 5) The Nuremberg War Crimes Trials
 - 6) Military occupation of Germany and Japan
- l. Impact of the war
 - 1) End of the Great Depression
 - 2) Baby Boom
 - 3) Growth of Suburbs, Levittown
 - 4) GI Bill of Rights
 - 5) Minority and discrimination riots
 - 6) US Becomes a superpower
 - 7) The Atomic Age

Student Outcomes:

Helping students develop and effectively use a wide variety of skills is a central purpose of social studies. These skills are central to one's learning throughout life. A command of these tools will be of assistance to students in understanding their society and in becoming productive members of the American community.

Students will be able to:

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
- Evaluate evidence from primary and secondary sources

- Develop and practice debating skills
- Write a valid Document Based Essay
- Continue to develop research skills through the use of electronic sources, such as scholarly articles from online databases.
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Compare and contrast points of view from multiple authors or sources
- Recognize cause and effect
- Analyze and evaluate historical patterns of continuity and change over time.
- Identify, analyze and synthesize information on maps, charts, graphs, photos, etc.
- Analyze cartoons as a means of expressing viewpoints
- Identify and understand what constitutes differences and duration of various historical period
- Comprehend and understand historical chronology and timelines

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and

seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

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

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Strand B. Creativity and Innovation

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Strand C. Communication and Collaboration

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.

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Fluency

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand B. Technology and Society

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

Strand D. Abilities for a Technological World

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

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

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

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

6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.

- 6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- 6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- 6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation
- 6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality
- 6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., *Plessy v. Ferguson*) and state and local governmental policies.
- 6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
- 6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
- 6.1.12.D.6.b Compare and contrast 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.D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
- 6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
- 6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- 6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.
- 6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
- 6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- 6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.

- 6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
- 6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- 6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- 6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- 6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
- 6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
- 6.1.12.C.9.c Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
- 6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- 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.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.C.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.D.10.a 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.c Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.
- 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.A.11.a Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.
- 6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
- 6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
- 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
- 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.
- 6.1.12.C.11.a Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
- 6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world
- 6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- 6.1.12.D.11.b Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship *New Jersey*) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
- 6.1.12.D.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.
- 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 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.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

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

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

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

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

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

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

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- 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.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient 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 ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. 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.
- F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. 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.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

WHST.9-10.10. 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.

III. Proficiency Levels

This course is designed for a heterogeneously grouped Grade 10 class.

IV. Methods of Assessment

Student Assessment

- Homework
- Class discussion
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers
- Tests and quizzes
- Document-based essays and free-response essays
- Class participation
- Quarterly Benchmark Assessments
- Debates/Socratic Seminars
- Project Based Assessments
- Student Self Evaluations

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

V. Grouping

Classes are grouped by grade level in a heterogeneous manner. The course is open to all students in grade 10 without prerequisites or placement criteria.

VI. Articulation/Scope & Sequence/Time Frame

This is a tenth grade, full-year course that fulfills the second-year social studies requirements for high school graduation.

VII. Resources

Texts/Supplemental Reading/References

Textbook

- The Americans, Danzer, DeAlva, Krieger, Wilson, Woloch, McDougal Littell, 2000
- map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- DVD's – the social studies office and the high school library maintains DVD's for teacher/ student use for the appropriate units.
- Rutherford High School online data-base and internet resources
- Primary, secondary and supplemental readings
- Cobbs, Elizabeth, Gjerde, Jon. Major Problems in American History Volume II – Since 1865
Houghton Mifflin Company, New York, 2007
- Dinnerstein, Leonard, Jackson, Kenneth T. American Vistas Volume II 1877-Present Oxford University Press, New York, 1995
- Hofstadter, Richard, The American Political Tradition, Vintage Press, 1989
- Remini, Robert V., A Short History of the United States, Harper Perennial, New York, 2009
- Zinn, Howard, A People's History of the United States, Harper Perennial, New York, 2005
- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/

VIII. Suggested Activities

- Current Events
- Supplementary Reading
- Field trips determined by the teacher
- Film Critiques and Reactions
- Class Discussion
- Technology projects; Video-Documentary, iMovie, digital cameras
- Debates/Socratic Seminars
- Project Based Assessments
- Homework
- Note Taking
- Map Activities
- Research Presentations
- Integrating career studies into social studies topics being studied.
- Integrating local and NJ history into appropriate units

IX. Methodologies

The teacher is expected to use visual, oral, and written components in the lessons to reach all students with different learning styles. The following are suggestions, not limits, as to what a teacher will do:

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD's
- Differentiated instruction

- Use of the Internet
- Additional readings, primary and secondary
- Debates/Socratic Seminars
- Project Based Assessments

X. Interdisciplinary Connections

The teacher will use the professional resources available in the district to further the student's knowledge of art, music, and literature as they relate to the growth and development of the United States. The English, art, and music teachers will develop lessons and materials to parallel what is being learned in history. Possible areas of coordination are music, art, and literature of the 1920s, the Harlem Renaissance, the war years, and the Great Depression. This coordination is expected to grow as the curriculum in related areas is revised.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Small group instruction
- Modified homework assignments
- Modified assessments
- Outline for writing assessments
- Multiple levels of questioning
- Multi-media approach to accommodate various learning styles
- Guided note taking
- Graphic organizers
- Re-teaching and review
- Allotted time for activities and responses
- Text material annotated and summarized
- Oral and written assignments
- Modification of content and student products
- Re-word essential questions
- Provide extra time
- Peer editing/reviewing
- Inquiry-based instruction

Differentiation for Enrichment

- Provide extension activities
- Adjusting the pace of lessons
- Suggested supplemental reading material
- Multiple levels of questioning

- Higher order thinking skills
- Peer editing/reviewing
- Modification of content and student products
- Varied work option
- Use elevated writing prompts
- Real world problems and scenarios
- Critical and analytical thinking tasks
- Exemplars of varying levels
- Provide supplemental material
- Independent research

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

| Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
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| <p>Unit 1: Gilded Age and Rise of Industrialization</p> <ul style="list-style-type: none"> • Post Reconstruction America • Jim Crow • Growth of cities • Growth of Industry • Robber Barons/ Captains of Industry • Political machines | <p>4 weeks</p> | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Small group instruction • Modified homework assignments • Modified assessments <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Provide extension activities • Adjusting the pace of lessons | <p>6.1.12.D.4.c 6.1.12.D.4.d 6.1.12.A.5.a 6.1.12.A.5.b 6.1.12.B.5.a 6.1.12.B.5.b 6.1.12.C.5.a 6.1.12.C.5.b 6.1.12.C.5.c 6.1.12.D.5.a 6.1.12.D.5.b 6.1.12.D.5.c 6.1.12.D.5.d 6.3.12.A.2 6.3.12.D.1 6.3.12.D.2 Amistad RH.9-10.1 RH.9-10.9. WHST 9-10.2 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4</p> | <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Classwork-Complete K-W-L Activity on Gilded Age • Current events- How does poor housing and living conditions lead to crime. <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • DBQ: Were titans of the Gilded Age captains of industry or robber barons? • Technology based project: Create a poster on problems of Gilded Age? What does Gilded mean? • Alternative assessment: Discussion on why did political machines exploit immigrants? |

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| <p>Unit 2: Progressivism</p> <ul style="list-style-type: none"> • 4 Goals of Progressivism • Growth of cities • Problems of Industrialization • Business Regulations • Government corruption • Working conditions • Child labor • Theodore Roosevelt presidency • Environmentalism | <p>7 weeks</p> | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Outline for writing assessments • Multiple levels of questioning • Multi-media approach to accommodate various learning styles <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Suggested supplemental reading material • Adjusting the pace of lessons | <p>6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.b 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.D.6.a 6.1.12.D.6.b 6.1.12.D.6.c 6.3.12.D.2 6.3.12.A.2 Amistad RH.9-10.1-RH.9-10.3, RH.9-10.4, RH.9-10.6, RH.9-10.7, RH.9-10.9 WHST 9-10.7 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4</p> | <p><i>Formative assessment:</i></p> <ul style="list-style-type: none"> • Homework on goals of progressivism • Class discussion on problems of urbanization • Political cartoon analysis of Roosevelt presidency <p><i>Summative assessment:</i></p> <ul style="list-style-type: none"> • Unit Test- opened and objective questions • Project Based Assessment: Write a letter to a politician urging a desired reform. |
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| <p>Unit 3: Imperialism</p> <ul style="list-style-type: none"> • Hawaii • Reasons/justification for imperialistic growth • Spanish American War • Teddy Roosevelt’s Big Stick Diplomacy • Square Deal | <p>3 weeks</p> | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Graphic organizer • Multi-media approach to accommodate various learning styles • Guided note-taking <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Multiple levels of questioning • Higher order thinking skills | <p>6.1.12.B.6.a 6.1.12.B.6.b 6.1.12.D.6.b RH.9-10.1 RH.9-10.3 RH.9-10.4 RH.9-10.6 RH.9-10.7 RH.9-10.9 WHST 9-10.2 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4</p> | <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Debate what caused the explosion of the <i>USS Maine</i> • Primary source readings and argument development on reasons for and against imperialism • Group work on political cartoons regarding imperialism <p><i>Summative assessments:</i></p> <ul style="list-style-type: none"> • Test on US imperialism- open ended and objective questions |
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| <p>Unit 4: WWI</p> <ul style="list-style-type: none"> • Reasons for outbreak of WWI • US neutrality • Trench warfare • Technology • US intervention • Wilson’s 14 points • Treaty of Versailles | <p>5 weeks</p> | <p><i>For Support</i></p> <ul style="list-style-type: none"> • Re-teaching and review • Allotted time for activities and responses • Graphic organizers • Text material annotated and summarized <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Inquiry-based instruction • Peer editing/reviewing | <p>6.1.12.A.7.a 6.1.12.A.7.b 6.1.12.A.7.c 6.1.12.B.7.a 6.1.12.C.7.a 6.1.12.C.7.b 6.1.12.D.7.a 6.1.12.D.7.b 6.1.12.D.7.c 6.3.12.D.2 RH.9-10.1-RH.9-10.3 RH.9-10.4 RH.9-10.6 RH.9-10.7 RH.9-10.9 WHST 9-10.7 9-10.8 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4</p> | <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Debate: Should the US enter WW1? If so, should it join the Allies or Axis Powers? • Writing assignment: Should citizens give up First Amendment rights in the name of national security. • Working in groups, students create a poster on the legacy of WW1 <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • Project Based Assessment- Students research and create a website on WWI. |
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| <p>Unit 5: Roaring 20's</p> <ul style="list-style-type: none"> • Nativism and the Red Scare • Sacco and Vanzetti • Changing ways of life in the 20's • Twenties Woman • Consumerism and advertising • Education and popular culture • Scopes Trial • Harding Administration • Business in America | <p>4 weeks</p> | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Oral and written assignments • Peer editing/reviewing • Guided notes <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Modification of content and student products • Varied work option • Use elevated writing prompts | <p>6.1.12.A.8.a 6.1.12.A.8.b 6.1.12.A.8.c 6.1.12.B.8.a 6.1.12.C.8.a 6.1.12.C.8.b 6.1.12.D.8.a 6.1.12.C.8.b 6.3.12.D.2 RH.9-10.1-RH.9-10.3 RH.9-10.4 RH.9-10.6 RH.9-10.7 RH.9-10.9 WHST 9-10.8 6.3.12.C.1 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4</p> | <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Homework • Discussion of changing role of women • Create a drawing on how advertising influences society <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • Writing assignment: Using Prohibition as an example, explain how passing a law can lead to unintended consequences. • Unit Test on Roaring 20s. |
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| <p>Unit 6: Great Depression/New Deal</p> <ul style="list-style-type: none"> • Cause/ Effects of Great Depression • Impact on Americans • Dust Bowl • FDR • New Deal • Impact of New Deal on different groups • Second New Deal • Art and Culture • Legacy of New Deal | <p>6 weeks</p> | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Small group instruction • Modified homework assignments • Modified assessments <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Real world problems and scenarios • Critical and analytical thinking tasks • Adjusting the pace of lessons | <p>6.1.12.A.9.a 6.1.12.B.9.a 6.1.12.C.9.a 6.1.12.C.9.b 6.1.12.C.9.c 6.1.12.C.9.d 6.1.12.D.9.a 6.1.12.D.9.b 6.1.12.A.10.a 6.1.12.A.10.b 6.1.12.A.10.c 6.1.12.b.10.a 6.1.12.C.10.a 6.1.12.C.10.b 6.1.12.D.10.a 6.1.12.D.10.b 6.1.12.D.10.c 6.1.12.D.10.d 6.3.12.C.1 6.3.12.D.2 Amistad LGBTQ+ RH.9-10.1-RH.9-10.3 RH.9-10.4 RH.9-10.6 RH.9-10.7 RH.9-10.9 WHST9-10.7 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4</p> | <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Homework assignments • Classwork-Complete a chart detailing the growth of FDR’s programs to help country. • Current events- What is a recession? How can we prevent another collapse? • Debate: To what extent is the federal government responsible for the welfare and security of the individual? <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • DBQ: What actions did the government take to combat the Great Depression? • Test: Great Depression and New Deal |
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| <p>Unit 7: World War II</p> <ul style="list-style-type: none"> • Dictators of WWII • Fascism/ Communism/ Nazism • Cause of WWII • Isolationism • Axis/Allies • Blitzkrieg • Holocaust • Pearl Harbor • Women in WWII • Japanese Internment • Battle of the Atlantic • Battle of Stalingrad • D-Day • VE Day • Manhattan Project • Yalta Conference • Nuremberg Trials • Post War Europe and Asia | <p>6 weeks</p> | <p><i>For Support:</i></p> <ul style="list-style-type: none"> • Small group instruction • Modification of content and student products • Re-word essential questions • Provide extra time <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Exemplars of varying levels • Provide supplemental material • Independent research | <p>6.1.12.A.11.a 6.1.12.A.11.b 6.1.12.A.11.c 6.1.12.A.11.d 6.1.12.A.11.e 6.1.12.B.11.a 6.1.12.C.11.a 6.1.12.C.11.b 6.1.12.D.11.a 6.1.12.D.11.b 6.1.12.D.11.c 6.1.12.D.11.d 6.1.12.D.11.e Holocaust Amistad LGBTQ+ RH.9-10.1-RH.9-10.3 RH.9-10.4 RH.9-10.6 RH.9-10.7 RH.9-10.9 WHST9-10.2 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4</p> | <p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> • Entry/Exit Tickets- Name 5 programs that FDR created to get America back on its feet • Classwork- Examine why FDR tried to pack the courts. <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • Group project: Museum exhibit on the Homefront during WWII. • Unit Test- opened and objective questions • DBQ on WWII |
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