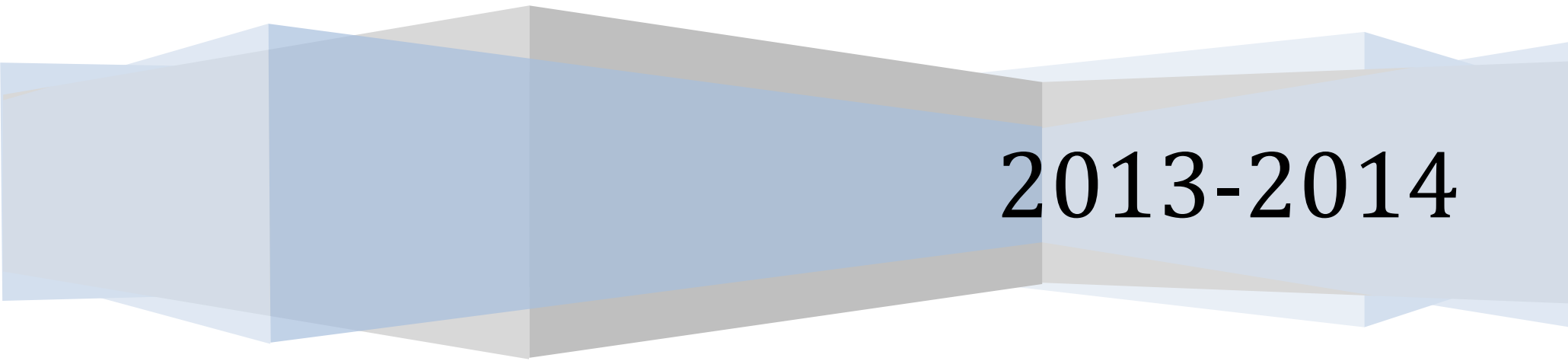


Montclair Public Schools

# Social Studies

## Curriculum Guide

US History I=Academic Grade 11



2013-2014

Approved by the Montclair Board of Education  
November 2012/Revised: September 2013

Montclair Public Schools  
US History II Honors Unit: Marshall A.b

Subject	U.S. History II Academic	Grade	11	Unit #	1	ACADEMIC	QUARTER 1
Unit	<b>The Emergence of Modern America: (1890-1930)</b>						
Overview							
<p><b>Topics Overview:</b> The Progressive reformers sought to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups in the period between 1900 and 1920. Following the United States involvement in World War I, there were many changes in politics, the economy, and international trade policies that promoted the growth of America at home and abroad. The 1920s were characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.</p> <p><b>The Lexile reading level range:</b> 1185L–1385L</p> <p>Using primary and secondary sources, students will explore and reach justifiable conclusions about the period of change in the United States from 1900-1930's</p>							
Standard #	NJCCCS	SLO #	Student Learning Objectives				Depth of Knowledge
6.1.12.6	<p><b>The Emergence of Modern America: Progressive Reforms</b></p> <ul style="list-style-type: none"> <li>Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.</li> <li>An expanding market for international trade promoted policies that</li> </ul>	1	<b>Analyze the effectiveness of Progressive reforms in preventing unfair business practices, political corruption, and in promoting social justice</b>				Level 4
		2	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				Level 3
		3	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.				Level3
		4	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.				Level 3
		5	Compare and contrast issues involved in the struggle between the unregulated development of				Level 4

	resulted in America emerging as a world power.		natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.	
		6	<b>Critique and assess the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups, including women, immigrants, and minorities</b>	<b>Level 4</b>
		7	Determine how supply and demand influenced price and output during the Industrial Revolution.	Level 2
		8	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.	Level 4
		9	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.	Level 4
		10	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	Level 3
		11	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.	Level 4
6.1.12.7	<b>The Emergence of Modern America: World War I</b>	12	<b>Investigate the reasons for the policy of neutrality regarding WWI, why the US eventually entered the war, and US involvement at home and abroad</b>	<b>Level 3</b>
	<ul style="list-style-type: none"> <li>United States involvement in World</li> </ul>	13	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual	Level 4

	War I affected politics, the economy, and geopolitical relations following the war		rights (i.e., the Espionage Act and the Sedition Amendment).	
		14	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries	Level 4
		15	Explain how global competition by nations for land and resources led to increased militarism.	Level 2
		16	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.	Level 2
		17	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.	Level 4
		18	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.	Level 4
		19	Connects the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy under Woodrow Wilson during WWI	Level 3
		20	<b>Connect government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumers</b>	<b>Level 3</b>
		21	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.	Level 4
6.1.12.8	<b>The Emergence of Modern America: Roaring Twenties</b>	22	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.	Level 3
		23	<b>Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations</b>	<b>Level 3</b>

		24	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.	Level 3
		25	Analyze the push-pull factors that led to the Great Migration.	Level 4
		26	<b>Investigate social, cultural, and technological changes in the 1920s to the rise of a consumer economy, the changing role and status of women, and the Great Migration</b>	<b>Level 3</b>
		27	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.	Level 2
		28	<b>Analyze the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values</b>	<b>Level 4</b>
6.3.12	Active Citizenship in the 21 <sup>st</sup> Century	29	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.	Level 3
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
RH 1	<ul style="list-style-type: none"> <li>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole</li> </ul>	30	<b>Show evidence of understanding and comprehending information from diverse and grade-level appropriate texts by analysis, critiques, etc.</b>	<b>Level 4</b>
RH 2	<ul style="list-style-type: none"> <li>Determine the central ideas or information of a primary or secondary source;</li> </ul>	31	<b>Analyze a theme or a central idea from primary and secondary sources</b>	<b>Level 4</b>

	<b>provide an accurate summary that makes clear relationships among key details and ideas</b>			
RH 7	<ul style="list-style-type: none"> <li>Integrate and evaluate multiple sources of information presented in diverse formats and media (i.e.; visually, quantitatively, as well as in words) in order to address a question or solve a problem</li> </ul>	32	Synthesize information from diverse primary and secondary sources, (i.e., graphs, maps, charts, photos, documents, video clips, political cartoons, Supreme Court cases, excerpts from interviews, diaries, etc.)	Level 4
RH 10	<ul style="list-style-type: none"> <li>Read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently</li> </ul>	33	Read and analyze a variety of texts (primary and secondary sources) at the 2012 CCSS Text Measure of 1185L-1385L	Level 4
WHST 1	<ul style="list-style-type: none"> <li><b>Write arguments focused on <i>discipline-specific content</i></b></li> </ul>	34	<b>Compare various historical writing styles (i.e. perspective, time period, first person account, context, bias, audience, purpose, style)</b>	Level 3
WHST 2	<ul style="list-style-type: none"> <li><b>Write informative/explanatory texts, including the narration of historical events</b></li> </ul>	35	<b>Write informative/explanatory short and medium-sized texts to examine, analyze, and convey understanding of complex ideas, concepts, and information</b>	Level 4
		36	<b>Construct writing using relevant and sufficient facts, definitions, details and quotes.</b>	Level 3
WHST 10	<ul style="list-style-type: none"> <li><b>Write routinely over extended time frames (time for reflection and revision) and</b></li> </ul>	37	<b>Engage in informal writing prompts (i.e. reader response, free writing, reflection) over time frames (as an introduction to the class period or in a single sitting) that demonstrates extended thinking through design, synthesize,</b>	Level 4

	shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences		proof, etc. for a range of discipline specific tasks, purposes, and audiences	
		38	Design a thesis statement and short outline for an extended time frame writing assignment	Level 4

**Big Ideas: Marshall A.c**

1. The Progressive Era, the period of history of the United States from 1900-1920's fostered a new era of activism and social change
2. When World War I broke out in Europe in 1914, United States remained neutral. The United States entered the war in 1917, on the side of its allies
3. After World War I ended in 1918, the United States emerged as an economically prospering, imperial and growing nation
4. The 1920's were a decade of great change in the cultural attitudes, rise in nativism and xenophobia.
5. The U.S. experienced a great rise in economic prosperity, as can be predicted by the boom-bust cycle of a free market economy
6. The prosperity led to corruptions and scandals as a result of rapid rise of large corporations, which were largely unchecked by the government in their growing power; the corruption and scandals of 1920; and due to unregulated banking and economic policies, all of which contributed to the great crash of 1929

**Essential Questions: Marshall A.c, C.c**

1. To what degree and in what ways were the Progressives successful in improving the lives of people between 1890 and 1920?
2. What was the impact of U.S entry into the war 1917, focusing on the war's impact both at home and abroad?
3. How and why were the 1920's a time of social, economic, technological and political change?
4. What were the weaknesses of the economic policies of 1920s? How did the weaknesses impact the nation?
5. What were the racial and social tensions of the 1920's?

**Assessments: Marshall A.d, D.c**

1. Formal and informal formative and summative assessments as determined by the teacher
2. Multiple Choice content question on "The Roaring Twenties"; WWI primary source analysis; Short essay response to the question: "To what degree and in what ways were the Progressives successful in improving lives of people between 1890 and 1920? "
3. Common Benchmark as per district schedule

**Key Vocabulary**

1. Muckrakers
2. Political Machines
3. Progressivism
4. Neutrality
5. Self-determination

- 6. Imperialism
- 7. Nationalism
- 8. Militarism
- 9. Collective security

**Suggested Resources (CCSS Exemplar Texts in Bold)**

- ***The Americans*, Danzer, CH 17-21, Lexile: 1130.**
- *History Alive!*, Teachers' Curriculum Institute, 2008, CH 16-29, Lexile: 1200.

**Primary Source Documents**

- Charlotte Perkins Gilman, *The Man-Made World: Or, Our Andocentric Culture*, 1911. Lexile: 1110
- Eugene V. Debs, *Speech of Acceptance*, *International Socialist Review*, October 1912. Lexile: 950
- Ida B. Wells-Barnett, *Petition to President William McKinley*, *Cleveland Gazette*, April 9, 1898. Lexile: 1300
- **Jacob Riis, *How the Other Half Lives: Studies Among the Tenements of New York*, 1890. Lexile:1510**
- Jane Addams, *Twenty Years at Hull-House*, 1912. Lexile:1660
- John Spargo, *The Bitter Cry of Children*, 1906 Lexile: 1190
- John Muir, *American Forests*, 1897 Lexile: 1380
- Lincoln Steffens, *Shame of the Cities* Lexile: 880



- Langston Hughes, *One Way Ticket*, 1926. Lexile: 1210
- Upton Sinclair, *The Jungle*, 1906. Lexile: 1170

#### Videos:

- Select footage on the Triangle Shirtwaist Fire and Jacob Riis from New York, PBS.
- *All Quiet on the Western Front*, Dir. Lewis Milestone (1930).
- *The Roaring Twenties*, Dir. Raoul Walsh (1939).

#### Charts:

- The New Immigration Chart (1861-1920) [http://www.authentichistory.com/1898-1913/2-progressivism/1-urban-immigr/CHART-New\\_Immigration\\_1861-1920.jpg](http://www.authentichistory.com/1898-1913/2-progressivism/1-urban-immigr/CHART-New_Immigration_1861-1920.jpg)

#### Political Cartoons:

- "The Americanese Wall, As Congressman Burnett Would Build It," Puck magazine, March 25, 1916, by Raymond O. Evans. Uncle Sam: You're welcome in--if you can climb it!

#### Websites:

- "The Eleanor Roosevelt Papers Project: The Progressive Era" <http://www.gwu.edu/~erpapers/teaching/glossary/progressive-era.cfm>
- Library of Congress "The Progressive Era to New Era" <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/>
- "The Great War" <http://www.pbs.org/greatwar/>
- "World War I" <http://www.history.com/topics/world-war-i>
- "The Roaring 20s" <http://www.pbs.org/wgbh/americanexperience/features/photo-gallery/crash/>
- The Gilder Lehrman Institute of American History "The Roaring Twenties" <http://www.gilderlehrman.org/history-by-era/progressive-era-new-era-1900-1929/roaring-twenties>
- [www.lexile.com](http://www.lexile.com)
- <http://njamistadcurriculum.org/>
- Great Books Library Activities <http://store.greatbooks.org/grades-9-12.html>
- [NJDOE resources](http://NJDOEresources.com)

CCSS Framework Appendix A: Grade Level Text Complexity: **1185L–1385L**

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Read 180</li> <li>• System 44 Wilson Reading</li> </ul>
CROSS CURRICULUR RESOURCES		
The Amistad Commission's Literacy components <a href="http://namistadcurriculum.net/history/commoncore/literature">http://namistadcurriculum.net/history/commoncore/literature</a>		
Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a>		
ALIGNMENT TO 21 <sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY		
21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply	21 <sup>st</sup> Century Skills: Bold all that apply	
<b>Global Awareness</b> <b>Financial, Economic, Business and Entrepreneurial Literacy</b> <b>Civic Literacy</b> Health Literacy <b>Environmental Literacy</b>	<b>Creativity &amp; Innovation</b> <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> <b>Media Literacy</b> <b>Information Literacy</b> <b>Information, Communication &amp; Technology</b> <b>Life &amp; Career Skills</b>	

## Technology Infusion

### Grades 9-12

Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others

Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

### Grades 11-12 Students

Use **technology**, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

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 overreliance

## Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes

Subject	U.S. History II Academic	Grade	11	Unit #	2	ACADEMIC	QUARTER 2
Unit	<b>The Great Depression and World War II (1929-1945)</b>						
Overview							
<p><b>Topics Overview:</b> Examine the period between 1929, from the Great Depression, New Deal and through the end of World War II in 1945. After the Wall Street Stock Market Crash in 1929, the country set into a deep economic depression, The Great Depression. The Great Depression was deepened by laissez-faire economic policies and corrupt business practices of the 1920's, and the problems in the Mid-West in the agriculture industry and overproduction, exacerbated by the Dust Bowl. Franklin D. Roosevelt's New Deal aimed at recovery, relief, and reform, while greatly expanding the scope of the role of the national government in the economy. Despite its isolationist foreign policy in the 1930's, the United States was provoked at Pearl Harbor to enter World War II on the side of the Allied Forces to prevent further military conquests by Germany, Italy, and Japan. Despite the nationalism and propaganda, the wartime domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, women and others.</p> <p>The Lexile reading level range: 1185L-1385L Using primary and secondary sources, students will explore and reach justifiable conclusions about the period of change in the United States from 1930-1945</p>							
Standard #	NJCCCS	SLO #	Student Learning Objectives	Depth of Knowledge			
6.1.12.9	<b>The Great Depression and World War II: the Great Depression</b> <ul style="list-style-type: none"> <li>The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society</li> </ul>	1	<b>Investigate the causes and outcomes of the stock market crash in 1929 and compare and connect these causes and outcomes to other periods of economic instability.</b>	Level 3			
		2	<b>Analyze how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</b>	Level 4			
		3	<b>Synthesize the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</b>	Level 4			
		4	<b>Analyze how the actions and policies of the United States government contributed to the Great Depression.</b>	Level 4			

		5	Prove how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health	Level 4
		6	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.	Level 2
		7	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).	Level 2
		8	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.	Level 3
<b>6.1.12.10</b>	<b>The Great Depression and World War II: New Deal</b>	<b>9</b>	Evaluate the arguments regarding the role of the federal government during the New Deal era.	Level 4
	<ul style="list-style-type: none"> <li>Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.</li> </ul>	10	<b>Analyze 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.</b>	<b>Level 4</b>
		11	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.	Level 4
		12	Analyze how other nations responded to the Great Depression.	Level 4
		13	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.	Level 3
		<b>14</b>	Critique and compare the New Deal programs designed to protect the environment. (E.g. Civil Conservation Corps, Tennessee Valley Authority, etc.).	Level 4

		15	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today	Level 3
		16	Connect how key individuals, including minorities and women (i.e., Eleanor Roosevelt, Mary McLeod Bethune and Frances Perkins), shaped the core ideologies and policies of the New Deal.	Level 3
6.1.12.11	<b>The Great Depression and World War II: World War II</b> <ul style="list-style-type: none"> <li>The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.</li> <li>Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.</li> </ul>	17	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.	Level 3
		18	Prove the extent to which New Deal Works Progress Administration impacted New Jersey and the nation by improving infrastructure, investing in education, and employing artists	Level 4
		19	Investigate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.	Level 3
		20	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	Level 4
		21	Explain the role that geography played in the development of military strategies and weaponry in World War II.	Level 2
		22	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.	Level 4

		23	Analyze the roles of various alliances among nations and their leaders in the conduct and outcome of World War II and compare this to previous wars and conflicts	Level 4
		24	Relate new wartime inventions to scientific and technological advancements in the civilian world.	Level 2
		25	<b>Investigate and evaluate the decision to use the atomic bomb and the consequences of doing so. Critique or support each perspective.</b>	<b>Level 4</b>
		26	<b>Analyze 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, workforce, and society</b>	<b>Level 4</b>
		27	<b>Prove that American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights</b>	<b>Level 4</b>
		28	Investigate and connect the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust	Level 4
		29	Prove 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	Level 4
		30	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.	Level 2

Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
RH 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	31	Analyze and primary source and investigate key sentences, paragraphs, and relevant quotations to make generalizations, using diverse range of primary source documents (e.g. documents, diaries, photographs, etc.)	Level 4
RH 7	<b>Integrate and evaluate multiple sources of information presented in diverse formats and media (i.e., visually, quantitatively, as well as in words) in order to address a question or solve a problem</b>	32	<b>Summarize and compare information from diverse primary and secondary sources (i.e. graphs, charts, photos, documents, video clips, political cartoons, Supreme Court cases, diaries, etc.)</b>	Level 3
RH 9	<b>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources</b>	33	<b>Differentiate between two different sources on the same topic, event, or issue. Compare, connect, and analyze how each source provides the reader with information.</b>	Level 4
RH 10	Read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently	34	Read a variety of texts (primary and secondary sources) at the 2012 CCSS Text Measure of 1185L-1385L	Level 2
WHST 1	Write arguments focused on <i>discipline-specific content</i>	35	Analyze, in writing, an argument successfully, citing specific examples	Level 4
WHST 4	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</b>	36	<b>Construct writing tasks that use formal and informal style of writing. (I.e., persuasive essays, personal reflections, expository essays, etc.)</b>	Level 3
WHST 9	<b>Draw evidence from informational texts to support analysis, reflection, and research</b>	37	<b>Take positions on issues by looking at evidence from research to produce student's own reflections and formulated conclusions</b>	Level 4



<b>WHST 10</b>	<b>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</b>	<b>38</b>	<b>Construct a short essay or narrative that conveys the subject and purpose through a precise and well maintained, focused thesis statement</b>	<b>Level 4</b>
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**Essential Questions: Marshall A.c, C.c**

- 1.) What were the causes of the Great Depression, which lasted from 1929-1937? How was it different from the previous economic panics?
- 2.) How did ordinary Americans endure the hardships of the Great Depression?
- 3.) How did the federal government respond to the economic collapse that began in 1929? How did the expansion of government during the New Deal effect the nation?
- 4.) Could World War II have been prevented? What steps led to American intervention in World War II?
- 5.) How did the war affect the freedoms and liberties of African Americans, Indians, Japanese-Americans, Mexican-Americans, and others?
- 6.) What were the military strategies executed in the European and Pacific theaters?
- 7.) Did the United States learn from past mistakes at the end of World War II? How did the end of the war begin to shape the postwar world?

**Big Ideas: Marshall A.c**

1. Government policies, the stock market and agricultural practices, overproduction, and the Dust Bowl contributed to the worsening economic situation during the Great Depression.
2. The Great Depression inflicted terrible hardships on millions of Americans. Unemployment rates skyrocketed; Americans shouldered the burdens of financial and emotional stress. Resourceful Americans found ways to endure during the hard times.
3. The Great Depression, led to election of FDR in support of his New Deal philosophy. The programs aimed to provide relief, recovery and reform. FDR's policies gave rise to labor unions, and creation of numerous new government agencies to help maintain the economy.
4. In the 1930s, extreme nationalists gained power in Italy, Germany, and Japan. Seeking to expand through military conquest, these countries began World War II.
5. The United States entered the war as one of the Allied powers In 1941. The war impacted all Americans, some joined the armed forces others produced military equipment and supplies at home. Women and racial minorities participated in war efforts and struggled for equal treatment.
6. The United States played a major role in both the main fronts of the war – Europe and the Pacific. The war ended with the US using atomic weapons.
7. At the end of World War II, the United States the other Allies, worked to establish ways of avoiding future conflicts and dealing with war crimes. At home, Congress passed legislation to help returning veterans rejoin postwar society.

**Assessments: Marshall A.d, D.c**

- 1.) Common Benchmark as per district schedule
- 2.) Formal and informal formative and summative assessments as determined by the teacher

**Key Vocabulary**

- 1.) stock market crash
- 2.) bull market
- 3.) Living wage
- 4.) Appeasement
- 5.) Totalitarianism
- 6.) Fascism
- 7.) Nazism
- 8.) Mobilization
- 9.) genocide

## Suggested Resources (CCSS Exemplar Texts in Bold)

### Primary Sources

*Index of Industrial Stock Prices*, national Bureau of Economic Research, U.S. Industrial Stock Price Index (chart)  
*Inaugural Address of March 4, 1933*, The Public Papers and Addresses of Franklin D. Roosevelt, 1933 (speech), Lexile: 1310.  
Documenting Poverty in the Depression, Dorothea Lange (visual source)  
*Speech of Charles A. Lindberg in New York City April 23, 1941*, Charles A. Lindberg (speech- American and the War in Europe), Lexile: 940.  
“*To Fight for Freedom*,” Norman Rockwell (visual sources)  
*Memoirs: Year of Decision*, Harry S. Truman, 1955, pgs 415-17, 419-21 (Truman’s Decision to Drop the Atomic Bomb), Lexile: 1350.  
Hearings Before the Select Committee Investigating National Defense Migration, U.S. House of Representatives, 1942, pgs 11010-12, 11014-15, 11179-80, 11185 (Japanese-American Relocation: Civil Rights abridged), Lexile: 1680.  
“*What We Did About Racial Minorities*,” Carey McWilliams, 1946 (Race relations during the war), Lexile: 1400  
“*The Returning Hero*,” Norman Rockwell, 1945 (visual source)

### Secondary Source Texts

*History Alive! Pursuing American Ideals*, Teachers’ Curriculum Institute, Unit 9-10 (Chapters 30-37; pgs 383-491), Lexile: 1200  
***The American, Danzer, Ch 23-25, Lexile: 1200***  
*The New Deal Reconsidered*, Bradford A. Lee, Lexile: 1150.  
*To Work and To Wed: Female Employment, Feminism, and the Great Depression*, Lois Scharf, 1980, pgs 139-44, 155-56, 158 (women’s role in the Depression), Lexile: 1660.  
*Black American Politics: From Washington Marches to Jesse Jackson*, Manning Marable, pgs 79-87 (The New Deal and Blacks’ Frustrations), Lexile: 1070.  
*Empire Without Tears: America’s Foreign Relations, 1921-1933*, Warren I Cohen, pgs xii, 8-9, 16-17 (American Foreign policy during the 1920s), Lexile: 1540.  
*The Abandonment of the Jews: America and the Holocaust, 1941-1945*, David S. Wyman, 1985, pgs 331-34, 336-37, 339. (America and the Holocaust), Lexile: 1050  
*The Home Front and Beyond: American Women in the 1940s*, Susan M. Hartmann, pgs 20-23, 26-27 (women and wartime mobilization), Lexile: 1270.

**Film/Videos:**

*The Crash of 1929*, PBS documentary, 1993.

*The Great Depression*, PBS documentary, 1993.

*The Dust Bowl: A Film by Ken Burns*, 2012.

*The Grapes of Wrath*, John Ford, 1940.

*Saving Private Ryan*, Steven Spielberg, 1998.

*Band of Brothers*, HBO mini-series, 2001.

**Websites:**

[www.lexile.com](http://www.lexile.com)

“The Great Depression” <http://www.english.illinois.edu/maps/depression/depression.htm>

“The Great Depression and the New Deal,” Yale-New Haven Teachers Institute,

<http://www.yale.edu/ynhti/curriculum/units/1998/4/98.04.04.x.html>

“World War II,” History Channel, <http://www.history.com/topics/world-war-ii>

<http://www.state.nu.us/education/holocaust/>

<http://njamistadcurriculum.com/>

<http://www.state.nu.us/education/holocaust/>

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DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Read 180</li> <li>• System 44 Wilson Reading</li> </ul>
CROSS CURRICULUR RESOURCES		
The Amistad Commission's Literacy components <a href="http://njamistadcurriculum.net/history/commoncore/literature">http://njamistadcurriculum.net/history/commoncore/literature</a>		
Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a>		
ALIGNMENT TO 21 <sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY		
<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>		<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
<b>Global Awareness</b> <b>Financial, Economic, Business and Entrepreneurial Literacy</b> <b>Civic Literacy</b> Health Literacy <b>Environmental Literacy</b>		<b>Creativity &amp; Innovation</b> <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> <b>Media Literacy</b> <b>Information Literacy</b> <b>Information, Communication &amp; Technology</b> <b>Life &amp; Career Skills</b>

## Technology Infusion

### Grades 9-12

Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others

Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

### Grades 11-12 Students

Use **technology**, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

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 overreliance

## Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes

Montclair Public Schools  
Social Studies 11<sup>th</sup> Grade Unit: Marshall A.b

Subject	U.S. History II Academic	Grade	11	Unit #	3	ACADEMIC	QUARTER 3
Unit	<b>Postwar United States (1945-1970)</b>						
Overview							
<p><b>Topics Overview:</b> During this era, the United States was transformed from an isolationist nation into a global superpower. As World War II came to a close, America became locked in a new kind of conflict with the Soviet Union. This “cold war” defined U.S. foreign policy for decades to come, and included conflicts with Korea, Vietnam, and Cuba. Also during this era, the United States experienced extraordinary economic growth and broad social changes. While most people saw their standard of living rise, hidden pockets of poverty remained. African Americans, women, Mexican Americans, the LGBT community, and various other minority groups’ long battle for equality matured into a civil rights movement that could not be ignored by the federal government. In the 1950s and 1960s, civil rights activists in the United States used nonviolent protest, civil disobedience, and legal action to end segregation and pursue equality for all Americans.</p> <p><b>The Lexile reading level range:</b> 1185L–1385L Using primary and secondary sources, students will explore and reach justifiable conclusions about the period of change in the United States from 1945-1970</p>							
Standard #	NJCCCS	SLO #	Student Learning Objectives				Depth of Knowledge
6.1.12.12	<b>Postwar United States: Cold War</b>  Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years	1	<b>Analyze differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War</b>				Level 4
		2	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.				Level 4
		3	Interpret the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the public				Level 2
		4	<b>Investigate efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties from various perspectives</b>				Level 4

		5	Analyze the role that media played in bringing information to the American public and shaping public attitudes and support towards the Korean War, Cuban Missile Crisis, and the Vietnam War	Level 4
		6	Explain how the Arab-Israeli conflict influenced American foreign policy.	Level 4
		7	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.	Level 4
		8	Assess the impact of agricultural innovation on the world economy.	Level 4
		9	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.	Level 4
		10	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.	Level 4
		11	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	Level 4
<b>6.1.12.13</b>	<b>Postwar United States: Civil Rights Movement</b>	12	Investigate the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities	Level 3
	The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against	13	Connect 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	Level 4
		<b>14</b>	<b>Investigate the momentum for the Civil Rights Movement, and explain why national governmental actions were need to ensure civil rights for African Americans and others</b>	<b>Level 3</b>



		15	Analyze the effectiveness of national policies, and Supreme Court decisions (i.e. the Civil Rights Acts, 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	Level 4
		16	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.	Level 2
		17	Explore 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 Law Against Discrimination (i.e. P.L. 1945, c.169) in eliminating segregation and discrimination	Level 3
		18	Investigate the success and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities	Level 3
		19	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	Level 4
		20	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.	Level 4
		21	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.	Level 3
		22	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.	Level 4
		23	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,	Level 4

			employment, education).	
		24	Relate American economic expansion after World War II to increased consumer demand.	Level 3
		25	Explain why the Peace Corps was created and how its role has evolved over time.	Level 2
		26	Relate the changing role of women in the labor force to changes in family structure.	Level 3
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
RH 3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	27	Research information from diverse digital sources to consider explanations for actions or events with prompts and directions	Level 4
		28	Analyze various texts of historical events and determine which is best supported by the textual evidence	Level 4
RH 6	Analyze how point of view shapes the content and style of text	<b>29</b>	<b>Identify point of view in a historical context</b>	<b>Level 3</b>
		30	Apply a deeper understanding of national and global perspectives	Level 4
RH 8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information	31	Identify and detect bias (I.e., select multiple perspectives that are intended for different audiences on the same subject matter)	Level 3
RH 10	Read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently	<b>32</b>	<b>Read a variety of texts (primary and secondary sources) at the 2012 CCSS Text Measure of 1185L-1385L</b>	<b>Level 4</b>
WHST 5	Develop and strengthen writing as needed by	<b>33</b>	<b>Complete a first rough draft of a writing assignment</b>	<b>Level 3</b>

	planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience	34	Engage in proofreading, editing, and revising using rubrics and feedback from teachers and peers	Level 4
WHST 6	Use technology, including the internet to produce, publish, and update individual or shared writing products and response to ongoing feedback, including new arguments or information	35	Formulate an argument using digital technology to research new information and draft findings.	Level 4
WHST 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	36	<b>Write over shorter time frames with prompts, templates, and/or prewriting plans</b>	<b>Level 4</b>
		37	Construct a detailed outline that conveys the subject and purpose of the written assignment	Level 4

**Essential Questions: Marshall A.c, C.c**

1. What were the major factors underlying the origins of the Cold War? How did the United States and the Soviet Union become adversaries in the Cold War?
2. How was the anticommunist crusade waged, and in what ways did it impinge on certain freedoms and liberties?
3. What were the main characteristics of the affluent society of the 1950s and how did some Americans rebel against conformity?
4. How did the civil rights movement of the 1950s influence the rights revolution of the 1960s?
5. What were the main reasons for increased American involvement in Vietnam? How did the Vietnam War transform American politics and culture?

### **Big Picture: Marshall A.c**

1. In the postwar period, clear differences between the United States and the Soviet Union soon emerged. Communist ideology and the creation of Soviet-backed states in Eastern Europe alarmed the US government. The US responded with efforts to support European democracy and limit Soviet expansion. As the rivalry intensified, Europe divided into communist-controlled Eastern Europe and mostly democratic Western Europe.
2. The Cold War created fright and anxiety on the home front. Fearful of attacks from within, the government sought to root out communist subversion. Faced with the threat of nuclear attack from the Soviet Union, it promoted civil defense and preparedness planning. The House Un-American Activities Committee, spy trials, and the Federal Civil Defense Administration were all included in this anticommunism campaign.
3. The years following WWII were a time of prosperity in the US. As the economy boomed, fears of a return to depression conditions faded. During the 1950s, millions of working-class families moved into the middle class and into the suburbs. Some social critics worried that the suburbs had become wastelands of cultural conformity and materialism. However, many currents of nonconformity also swirled through this decade.
4. Segregation remained widespread in the United States after WWII, especially in the South. But there were also signs of change. In the 1940s and 1950s, desegregation began in sports and the military. The Civil Rights Movement changed course in the mid 1960s, moving beyond the South and expanding its goals. Some activists also abandoned the strategy of nonviolence. The movement inspired many Americans to stand up for their rights. During the 1960s and 70s, various groups sought equal treatment under the law and in society.
5. Over the years, American involvement in Vietnam grew and eventually led to the introduction of US ground forces. The US decided to wage a limited war in Vietnam, with limited troop strength. Fighting an elusive enemy on unfamiliar terrain frustrated US soldiers. The South Vietnamese people themselves were unsure whom to support: the Saigon government or the communist-backed Viet Cong. As the war dragged on, American antiwar protest grew. Opposition to the war greatly affected the 1968 elections.

### **Assessments: Marshall A.d, D.c**

1. Formal and informal formative and summative assessments as determined by the teacher
2. Common Benchmark as per district schedule

### **Key Vocabulary**

- 1.) Communism
- 2.) Containment
- 3.) Hegemony
- 4.) deterrence
- 5.) Inflation
- 6.) Conformity
- 7.) Disenfranchise

- 8.) Civil disobedience
- 9.) Direct action
- 10.) Counterculture

### **Suggested Resources (CCSS Exemplar Texts in Bold)**

***The Americans*, Danzer, Ch 26-30, Lexile: 1130**

*History Alive!*, Teachers' Curriculum Institute, Ch 38-53, Lexile: 1200

#### **Primary Source Texts**

*American Commitment to Cold War: National Security Council Document 68*, Department of State, 1950, Lexile: 1470

*"Southern Manifesto" Brown v. Board of Education of Topeka*, Congressional Records, Lexile: 1330

*"Letter from Birmingham Jail, April 4, 1963," A Testament of Hope: The Essential Writings of Martin Luther King Jr.*, Lexile: 1720

*The Vantage Point: Perspectives of the Presidency, 1963-1969*, Lyndon B. Johnson, 1971, (Challenge and Response: The Gulf of Tonkin), Lexile: 1390

*Bloods: An Oral History of the Vietnam War by Black Veterans*, Wallace Terry, pgs 20-23 and 30-32, (A Soldier's Experience in Vietnam), Lexile: 780

*Black Power: The Politics of Liberation in America*, Stokely Carmichael and Charles V. Hamilton, pgs 9-11, 13, 30-32, (Black Power), Lexile: 1540

*Gross National Product and National Debt, 1945-1965*, Historical Statistics of the United States (graph)

*Frustration of Truman's Fair Deal*, Fred L. Packer and John Baer, Truman in Cartoon and Caricature, (visual source)

#### **Other Text Sources**

*The Gallup Poll: Public Opinion*, George Gallup, 1972, pgs 942-943, 960-61, 972-73, 1052, (American Public Opinion and the Korean War Gallup Poll)

*"American Politics and the Origins of McCarthyism"* in *The Specter: Original Essays on the Cold War and the origins of McCarthyism*, Robert Griffith, pgs 4-15, 13-17, Lexile: 1570

*The Suburban Dislocation*, David Riesman, 1964, Lexile: 1330

*America's Longest War: The United States and Vietnam, 1950-1975*, George C. Herring, 1986, pgs 277-281 (America's Failure in Vietnam: Lessons Learned), Lexile: 1400

#### **Film/video:**

*Apocalypse Now*, Francis Ford Coppola, 1979.

*Platoon*, Oliver Stone, 1986.

*The Atomic Café*, Jayne Loader, 1982.

*Dr. Strangelove*, Stanley Kubrick, 1964.

*Vietnam: A Television History*, American Experience, 1983.

*Vietnam in HD*, History Channel, 2013.

*Dear America: Letters Home from Vietnam*, Bill Couturie, 1987.

*Cold War*, CNN, 1998.

*Berkeley in the Sixties*, Mark Kitchell, 1990.

*Eyes on the Prize*, PBS, 1987.

*Freedom Riders*, PBS, 2010.

*Malcolm X*, Spike Lee, 1992.

### **Websites**

*Vietnam Online*, PBS, <http://www.pbs.org/wgbh/amex/vietnam/>

*Cold War Museum*, <http://www.coldwar.org/>

*Eyes on the Prize*, PBS, <http://www.pbs.org/wgbh/amex/eyesontheprize/>

*Cuban Missile Crisis*, JFK Library and Museum, <http://www.jfklibrary.org/JFK/JFK-in-History/Cuban-Missile-Crisis.aspx>

*American Cultural History 1950-1959*, Lone Star College, <http://kclibrary.lonestar.edu/decade50.html>

www.lexile.com

Amistad Curriculum <http://njamistadcurriculum.org/>

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Read 180</li> <li>• System 44 Wilson Reading</li> </ul>

CROSS CURRICULAR RESOURCES
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Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a>

ALIGNMENT TO 21 <sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY	
21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply	21 <sup>st</sup> Century Skills: Bold all that apply
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## Technology Infusion

### Grades 9-12

Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others

Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

### Grades 11-12 Students

Use **technology**, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

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## Evidence of Student Learning

- Common benchmark
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- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes



Subject	U.S. History II Academic	Grade	11	Unit #	4	ACADEMIC	QUARTER 4
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Unit	<b>Contemporary United States (1970 -Today)</b>
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**Overview**

**Topics Overview:** During this era, Americans battled over the role of federal government within the United States and in the world. At home, liberals and conservatives argued over different approaches to issues ranging from welfare to health care. Abroad, the Soviet Union collapsed and the Cold War ended amid much celebration. The end of the 20<sup>th</sup> century and the early years of the 21<sup>st</sup> century saw a period of political upheaval. The fall of communism in the Soviet Union and in Eastern Europe and the end of the cold war did not lead to world peace. Although the threat of global thermonuclear war lessened, national and ethnic rivalries sparked international conflicts that often drew the United States into those ongoing conflicts.

Students will also synthesize contemporary American history and current events in order to develop the skills, tools, and know-how of active citizenship in the modern world. Teachers are strongly encouraged to incorporate standard 6.3, Active Citizenship in the 21<sup>st</sup> Century, into a final research paper, where students will utilize all historical writing, reading, and research techniques learned throughout the year. Possible suggestions and topics include: compare and analyze 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; analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights; and analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

**The Lexile reading level range: 1185L–1385L**

Using primary and secondary sources, students will explore and reach justifiable conclusions about the period of change in the United States from 1970-Today

Standard #	NJCCCS	SLO #	Student Learning Objectives	Depth of Knowledge
<b>6.1.12.14</b>	<b>Contemporary United States: Domestic Policies</b>  Differing views on government's role in social and economic issues led to greater partisanship in government decision making	1	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.	Level 3
		2	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.	Level 4
		3	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and	Level 3

		citizenship status of individuals and groups.		
		<b>4</b>	<b>Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</b>	<b>Level 4</b>
	The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups	5	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.	Level 3
		6	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.	Level 2
	Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives	7	<b>Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).</b>	<b>Level 4</b>
		8	<b>Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.</b>	<b>Level 4</b>
		9	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.	Level 2
		10	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.	Level 4
		11	Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.	Level 3
		12	Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.	Level 4
		13	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary	Level 3

			(i.e., interest rates) policies.	
		14	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.	Level 4
		15	<b>Investigate the major 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.</b>	<b>Level 3</b>
		16	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.	Level 2
		17	Determine the relationship between United States domestic and foreign policies.	Level 2
		18	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.	Level 4
		19	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.	Level 2
		20	<b>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</b>	<b>Level 4</b>
		21	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.	Level 4
		22	<b>Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</b>	<b>Level 3</b>
6.1.12.15	<b>Contemporary United States: International Policies</b>	23	<b>Identify 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</b>	<b>Level 2</b>

The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies	24	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.	Level 3
	25	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations (Somalia, Haiti, Bosnia-Herzegovina, and Kosovo)	Level 3
	26	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy	Level 4
	27	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.	Level 4
	28	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.	Level 3
	29	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.	Level 3
	<b>30</b>	<b>Connect the role of America's dependence on foreign oil to its economy and foreign policy (Persian-Gulf War, War in Iraq, War in Afghanistan)</b>	<b>Level 3</b>
	31	Assess economic priorities related to international and domestic needs, as reflected in the national budget.	Level 4
	32	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.	Level 3
	33	Compare the perspectives of other nations and the	Level 3

			United States regarding United States foreign policy.	
		34	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 (include attempts to negotiate a settlement to the Israeli-Palestinian conflict)	Level 3
		35	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.	Level 3
		36	<b>Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism</b>	<b>Level 4</b>
<b>6.1.12.15</b>	<b>Contemporary United States: Interconnected Global Society</b>	37	Examine the impact of media and technology on political and social issues in a global society.	Level 3
	Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.	38	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.	Level 4
		39	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.	Level 4
		40	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.	Level 3

		41	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.	Level 3
		42	Predict the impact of technology on the global workforce and on entrepreneurship.	Level 3
		43	<b>Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</b>	<b>Level 4</b>
		44	<b>Analyze the impact of American culture on other world cultures from multiple perspectives.</b>	<b>Level 4</b>
		45	Explain how and why technology is transforming access to education and educational practices worldwide.	Level 2
		46	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.	Level 2
6.3 Active Citizenship in the 21 <sup>st</sup> Century	Active citizens in the 21 <sup>st</sup> century: <ul style="list-style-type: none"> <li>Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives</li> <li>Analyze sources of prejudice and</li> </ul>	47	Compare and analyze 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	Level 3
		48	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.	Level 4

	<p>discrimination and propose solutions to eliminate them.</p> <ul style="list-style-type: none"> <li>• Collaboratively evaluate possible solutions to problems and conflicts that arise in the interconnected world</li> <li>• Critically analyze information, make ethical judgments, and reasonably address controversial issues</li> <li>• Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues</li> <li>• Make informed and reasoned decisions and accept responsibility for their actions and/or inactions</li> <li>• Take actions that result in a more just and equitable society.</li> </ul>	49	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.	Level 4
<b>Standard #</b>	<b>CCSS ELA Standard</b>	<b>SLO #</b>	<b>Student Learning Objectives</b>	<b>Depth of Knowledge</b>
RH 4	Determine the meaning of words or phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a	50	Make connections between how terms are used in a variety of texts	Level 4
		51	Analyze how an author uses and refines the meaning of a key term over the course of a text	Level 4

	key term over the course of a text			
<b>RH 9</b>	<b>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</b>	52	<b>Write a coherent essay incorporating your interpretation of various documents and your knowledge of the time period specified in a question. Cite key pieces of evidence from documents and draw on knowledge of the period. (Document Based Question)</b>	<b>Level 3</b>
<b>RH 10</b>	<b>By the end of grade 12, read and comprehend texts in the grades 11-CCR text complexity band independently and proficiently</b>	53	<b>Read a variety of texts (primary and secondary sources) at the 2012 CCSS Text Measure of 1185L-1385L</b>	<b>Level 2</b>
WHST 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	54	Synthesize information by combining parts from a variety of sources into one unified understanding, achieving a new insight.	Level 4



<b>WHST 8</b>	<b>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 overreliance on any one source and following a standard format for citation.</b>	55	<b>Integrate information from evidence to support a research hypothesis and assertions, avoiding plagiarism, and citing evidence using proper in-text citations in MLA format.</b>	Level 3
<b>WHST 10</b>	<b>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</b>	56	<b>Write routinely over shorter time frames with a clear, concise focus, and incorporating previously obtained knowledge and content</b>	Level 2
		57	Finalize a formal writing assignment over extended time frames that utilize all stages of the writing process	Level 2

### Big Ideas: Marshall A.c

- 1) During the 1970s, the U.S. economy suffered from stagflation as the nation faced a number of crises. The decade was also a time of changing views about everything from the environment and ethnicity to retirement and gender equality.
- 2) In the 1980s, Ronald Reagan's political skills and conservative support won him two terms in office. During his presidency, the economy revived, but the federal budget deficit soared. Reagan approached serious social problems, such as the HIV/AIDS crisis, rising drug abuse, and illegal immigration, in ways that reflected his conservative ideals
- 3) Democratic president Bill Clinton and Republic Presidents George H.W. Bush and George W. Bush struggled to meet their domestic policy goals.
- 4) The end of the Cold War brought hopes for a new era of peace and cooperation in the world. Nevertheless, the United States faced many challenges in the post-Cold War era.
- 5) The attacks of 9/11 left Americans with a new sense of vulnerability. President Bush declared war on terrorism – at home and abroad. The conduct of that war once again raised the challenge of balancing our founding ideals with our desire for security.
- 6) Students can attribute what they learn in U.S. History class with becoming more active, knowledgeable citizens. Students and young adults can work collaboratively to address the challenges that are inherent in living in an interconnected world.

### Essential Questions: Marshall A.c, C.c

- 1) In what ways did Americans experience the 1970s as a period of limits? How did the rising conservatism of the 1970s affect social and economic issues?
- 2) What was the significance of the Reagan presidency?
- 3) To what extent did George H.W. Bush, Bill Clinton, and George W. Bush fulfill their domestic policy goals?
- 4) What were the domestic and international strategies of the Clinton administration in the aftermath of the Cold War? How well did U.S. foreign policy decisions meet the challenges of the post-Cold War era?
- 5) How did the Bush administration use the language of freedom in the aftermath of September 11<sup>th</sup>? What debates have arisen since 9/11 about how to balance security while preserving American ideals?
- 6) How can students/young adults acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding?

### Assessments: Marshall A.d, D.c

1. Formal and informal formative and summative assessments as determined by the teacher
2. Common Benchmark as per district schedule

### Key Vocabulary

- 1) Stagflation
- 2) Ethnicity
- 3) Conservatism
- 4) Deregulation
- 5) Nation building
- 6) Weapons of mass destruction
- 7) Terrorism
- 8) Globalization
- 9) Active citizenship

## Suggested Resources (CCSS Exemplar Texts in Bold)

### ***The Americans, Danzer, CH 32-34, Lexile: 1130***

*History Alive!*, Teachers' Curriculum Institute, Ch 54-60, Lexile: 1200

*American Issues: A Document Reader*, Ed. Charles M. Dollar, 2002, pgs 463-508. Lexile: 940-1570.

*The World Today*, Henry Brun, 2008. Lexile: 1160L

### **Primary Sources**

*Public Papers of the Presidents of the United States: Jimmy Carter*, 1979, Book II, pgs 1235, 1237-1240-41. Lexile: 980L.

"*The Maligned Moral Majority*" by Jerry Falwell, *Newsweek*, September 21, 1991, pg 17. Lexile: 1520.

*Declaration for Global Democracy*, Global Exchange, Seattle, December 1999. Lexile: 1420.

*The National Security Strategy of the United States*, September 2002. Lexile: 1150L

*The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States*, The National Commission on Terrorist Attacks, 2004. Lexile: 1420.

"*Did Brown case help blacks?*" Ann McFeatters, *Cleveland Press*, May 17, 1979. Lexile: 1285.

*American Dream, Global Nightmare: The Dilemma of U.S. Human Rights Policy*, Sandy Vogelgesang, 1980, pgs 96-97. Lexile: 1385L.

"*When the Yellow Ribbons Fade*," Brian Jenkins, *Newsweek*, February 9, 1981. Lexile 1120L.

### **Film/Video**

*Bowling for Columbine*, Michael Moore, 2002.

*Untold History of the United States*, Showtime Miniseries, Dir. Oliver Stone, 2012.

*The War Room*, Chris Hegedus, 2003.

*Bread and Roses*, Ken Loach, 2000.

*America at a Crossroads*, PBS television series, 2007.

### **Websites**

"American Cultural History: The Twentieth Century," <http://kclibrary.lonestar.edu/decades.html>

"America's War Against Terrorism," <http://www.lib.umich.edu/govdocs/usterror.html>"Explorations in Black Leadership,"

<http://www.virginia.edu/publichistory/bl/index.php>

"The Gulf War," <http://www.pbs.org/wgbh/pages/frontline/gulf/index.html>

"Jimmy Carter Library," <http://www.jimmycarterlibrary.org/>

[www.lexile.com](http://www.lexile.com)

Amistad Curriculum <http://njamistadcurriculum.org/>

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Read 180</li> <li>• System 44 Wilson Reading</li> </ul>
CROSS CURRICULUR RESOURCES		
The Amistad Commission's Literacy components <a href="http://njamistadcurriculum.net/history/commoncore/literature">http://njamistadcurriculum.net/history/commoncore/literature</a>		
Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a>		
ALIGNMENT TO 21 <sup>st</sup> CENTURY SKILLS AND TECHNOLOGY		
21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply		21 <sup>st</sup> Century Skills: Bold all that apply
<b>Global Awareness</b> <b>Financial, Economic, Business and Entrepreneurial Literacy</b> <b>Civic Literacy</b> Health Literacy <b>Environmental Literacy</b>		<b>Creativity &amp; Innovation</b> <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> <b>Media Literacy</b> <b>Information Literacy</b> <b>Information, Communication &amp; Technology</b> <b>Life &amp; Career Skills</b>

## Technology Infusion

### Grades 9-12

Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others

Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

### Grades 11-12 Students

Use **technology**, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

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 overreliance

## Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes