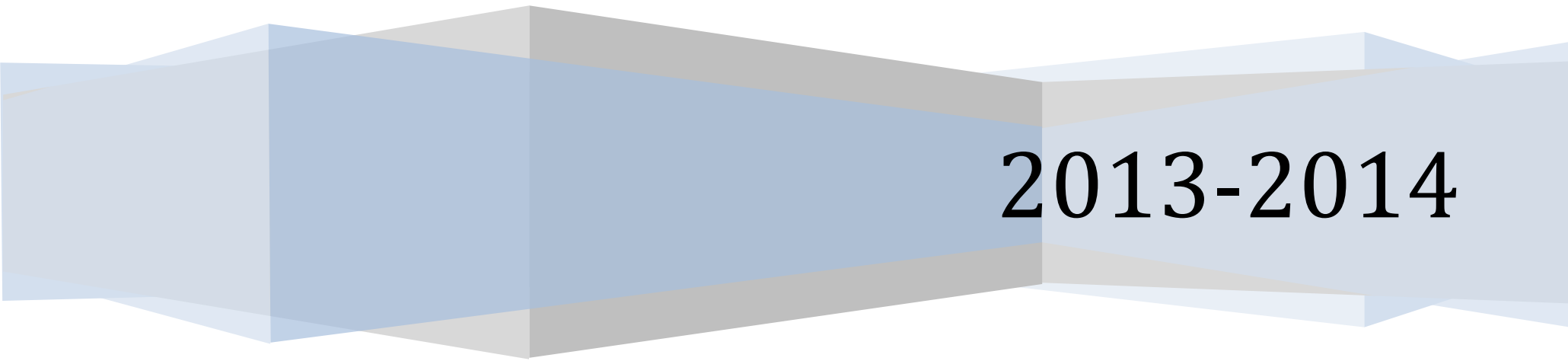


Montclair Public Schools

Social Studies

Curriculum Guide

US History II CSJ Honors Grade 11



2013-2014

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

Montclair Public Schools

Center for Social Justice - CSJ United States History II Honors Unit: Marshall A.b

Subject	CSJ US History II H	Grade	11	Unit #	1	Pacing	10 weeks
Unit	Immigration, Migration, Early Labor & Progressive Reform						
Overview							
<p>Immigration, migration, early labor and progressive reform is the first unit in the Center for Social Justice junior year history program. It begins a thematic study of United States history from approximately 1880 until today. Students will learn what ethnic and regional groups came to the United States and why, what groups moved throughout the United States and why, challenges they all faced, and finally early attempts at reform.</p> <p>Standard 6.3 is addressed in the Center for Social Justice Action Lab required for all CSJ students.</p> <p>Lexile 1020-1470</p>							
Standard #	NJCCCS	SLO #	Student Learning Objectives	Depth of Knowledge			
6.1.12.A.5.c	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	1	Define effective.	1			
		2	Name government policies as related to immigrants, Native Americans, and African Americans.	1			
		3	Interpret the term effective as related to government policies.	2			
		4	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	4			
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.	5	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.	4			
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	6	Define immigrant.	1			
		7	Define gender, race, and ethnicity.	1			
		8	Interpret what ethnicity means to various immigrant groups.	2			
		9	Compare and contrast varying immigrants' experiences to gender, race, ethnicity, or occupation.	3			

6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.	10 11 12 13 14 15 16	Define social intolerance, xenophobia, and anarchy. Compare and contrast anarchy and democracy. Investigate immigrant life in America. Define advocacy. Define labor organizations. List and summarize government policies as related to immigration, advocacy, and labor organizations. Synthesize the relationship between social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations	1 2 3 1 1 1 & 2 4
6.1.12.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.	17	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.	2
6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.	18	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.	2
6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.	19	Analyze the push-pull factors that led to the Great Migration.	4
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	20	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence	3
6.1.12.A.5.b	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	21	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	4
6.1.12.A.5.a	Relate industrial growth to the need for social and governmental reforms.	22	Relate industrial growth to the need for social and governmental reforms.	2
6.1.12.C.5.a	Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.	23	Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.	4

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.	24	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.	4
6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.	25	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.	4
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.	26	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.	2
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.	27	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.	2
6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.	28	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.	4
6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.	29	Determine how supply and demand influenced price and output during the Industrial Revolution.	2
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.	30	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.	4
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.	31	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.	4
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.	32	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.	2
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.	33	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting	4

			social justice.	
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.	34	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.	2
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.	35	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.	4
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH.11-12.1	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.	36	Connect insights gained from specific details to an understanding of the text as a whole.	4
CCSS.ELA-Literacy.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).	37	Define important vocabulary.	1
		38	Analyze how the author uses and refines the meaning of a key term over the course of a text.	4
CCSS.ELA-Literacy.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	39	Identify the central ideas or information of a primary or secondary source.	1
		40	Summarize the central ideas and information.	2
		41	Analyze the relationship between the key details and ideas.	4
CCSS.ELA-Literacy.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	42	Locate key sentences and paragraphs in a primary source.	1
		43	Summarize the primary source.	2
		44	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.	4
CCSS.ELA-Literacy.WHST.11-12.1	Write arguments focused on discipline-specific content.	45	Apply discipline-specific content on writing.	4

CCSS.ELA-Literacy.WHST.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	46	Apply formality and objectiveness to historical writing.	4
CCSS.ELA-Literacy.WHST.11-12.1e	Provide a concluding statement or section that follows from or supports the argument presented.	47	Apply concluding statement that supports the argument presented.	4
CCSS.ELA-Literacy.WHST.11-12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	48	Explore possible transitions to link major sections of text and to create cohesion.	3
Big Ideas: Marshall A.c				
<ol style="list-style-type: none"> 1. Immigrants to the United States and migrants within the country have faced and continue to face a certain amount of social and political prejudice resulting in financial hardship and social exile. It often takes generations before the United States offers monetary reward, but the promise of freedom and a democratic society are a way out for many immigrants and migrants. 2. While the United States offers opportunities to everyone having access to opportunity is not equal for all. For example, the poor may not be able to afford college thus continuing the cycle of poverty. 3. As a result of social and institutional oppression, targets, i.e. immigrants and minorities, often do not have a voice. Without a voice and without allies they are often uneducated, poor, and remain unheard in the American political system. 4. Capitalism allows for businesses to thrive in the American semi-free market economy. The government has regulated business allowing for reforms for the safety and security of laborers and consumers. Conservatives believe that the government should not intervene in business while liberals believe in more government regulation. Many successful business owners may say capitalism leads to success, while many laborers may say that capitalism will not allow them to move up an economic ladder. 				
Essential Questions: Marshall A.c, C.c				
<ol style="list-style-type: none"> 1. In the United States do you feel that the streets truly are "paved with gold"? 2. Does everyone in the United States truly have the opportunity to succeed? 3. What are the social, political, and economic consequences of intolerance in America? 4. Does capitalism allow Americans to succeed or fail? 				
Assessments: Marshall A.d, D.c				
<ol style="list-style-type: none"> 1. Common Benchmark as per district schedule 2. Formal and informal formative and summative assessments as determined by the teacher 				
Key Vocabulary				
<ul style="list-style-type: none"> • immigrant • xenophobia • social Darwinism 				

- anarchy
- capitalism
- collective bargaining

Suggested Resources (CCSS Exemplar Texts in Bold)

First Peoples: A Documentary Survey of American Indian History (second edition) p. 335-354, p. 374-375 – Lexile 1020

American Pageant edited by David Kennedy p. 512-513, 294-295, 298-299, 566-567, 792-793, 640-641 – Lexile 1220

Great American Trials edited by Edward Knappman p. 288-293 – Lexile 1060

Social Darwinism by Herbert Spencer - 1857 (primary source) – Lexile 1090

How the Other Half Lives by Jacob Riis p. 19-25 – Lexile 1290

Americas Women by Gail Collins p. 258-278 – Lexile 1230

The African American Odyssey edited by Hine, Hine, and Harold p. 388-395 – Lexile 1470

Booker T. Washington and W.E.B. DuBois: The Problem of Negro Leadership by Robert A. Gibson printed by the Yale-New Haven Teachers Institute – Lexile 1230

A People's History of the United States by Howard Zinn Chapter 11 – Lexile 1360

Eugene Debs and the Idea of Socialism (excerpted from Howard Zinn on History) by Howard Zinn – Lexile 1460

<http://www.historyisaweapon.com/>

Amistad Commission

www.lexile.com

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

<p>Health Literacy Environmental Literacy</p>	<p>Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills</p>
<p>Technology Infusion</p>	
<p>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</p> <p>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</p> <p>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</p>	
<p>Evidence of Student Learning</p>	
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics • Self-reflections • Teacher-student conferences • Students' published pieces • Unit tests/Projects • Quizzes 	

Montclair Public Schools
Center for Social Justice US History II Unit: Marshall A.b

Subject	CSJ US History II H	Grade	11	Unit #	2	Pacing	8-10 weeks
Unit	Workers' Solidarity, Capitalist Enterprise, and the Role of Government						
Overview							
<p>In the second unit for juniors in the Center for Social Justice students will study the history and development of labor unions, entrepreneurship in America, and the role of the government in mandating business regulation. This thematic unit will begin in approximately 1880 and continue through to today. Students will be expected to understand capitalism from a variety of perspectives; they should be able to explain the viewpoints of factory workers, big business owners, conservatives, liberals, socialists, government leaders, women, African Americans and other minority groups.</p> <p>Standard 6.3 is addressed in the Center for Social Justice Action Lab required for all CSJ students.</p> <p>Lexile 1185-1385</p>							
Standard #	NJCCCS			SLO #	Student Learning Objectives		Depth of Knowledge
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.			1	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.		2
6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.			2	Analyze how the actions and policies of the United States government contributed to the Great Depression.		4
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.			3	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.		2
6.1.12.C.9.b	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.			4	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.		2
6.1.12.C.9.c	Explain the interdependence of various parts of a market economy.			5	Explain the interdependence of various parts of a market economy.		2

6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.	6	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.	3
6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.	7	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.	3
6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.	8	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.	4
6.1.12.A.10.a	Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.	9	Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.	2
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.	10	Critique 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.	4
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.	11	Define the role of government.	1
		12	Define economic policy.	1
		13	Define capitalism.	1
		14	Define society.	1
		15	List economic policies of the period.	1
		16	Critique economic policy through the lens of class, race, and gender.	3
		17	Construct an argument for and against government involvement in capitalist ventures.	3

		18	Investigate various perspectives about government involvement in society.	3
		19	Analyze the role of government on economic policy, capitalism, and society.	4
		20	Analyze the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.	4
6.1.12.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment.	21	Assess the effectiveness of New Deal programs designed to protect the environment.	4
6.1.12.C.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.	22	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.	4
6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.	23	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.	2
6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.	24	Analyze how other nations responded to the Great Depression.	4
6.1.12.D.10.c	Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.	25	Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.	3
6.1.12.D.10.d	Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.	26	Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.	2
6.1.12.C.12.b	Assess the impact of agricultural innovation on the world economy.	27	Assess the impact of agricultural innovation on the world economy.	4
6.1.12.C.12.c	Analyze how scientific advancements impacted the national and global economies and daily life.	28	Analyze how scientific advancements impacted the national and global economies	4

			and daily life.	
6.1.12.C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.	29	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.	4
6.1.12.C.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.	30	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.	4
6.1.12.C.13.c	Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.	31	Define social legislation.	1
		32	Define poverty.	1
		33	Investigate the causes of poverty in the 1960s.	3
		34	Investigate the causes of poverty today.	3
		35	Compare and contrast the causes of poverty in the 1960s and today.	3
		36	List and summarize social legislation that was enacted to end poverty in the 1960s and today.	2
		37	Prove whether the social legislation in the 1960s and today address the causes of poverty then and now.	4
		38	Analyze the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.	4
6.1.12.C.13.d	Relate American economic expansion after World War II to increased consumer demand.	39	Relate American economic expansion after World War II to increased consumer demand.	2

6.1.12.B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.	40	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.	4
6.1.12.B.14.b	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.	41	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.	4
6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.	42	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.	4
6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy	43	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy	3
6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.	44	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.	4
6.1.12.C.14.d	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.	45	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.	2
6.1.12.D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.	46	Define a labor union.	1
		47	Interpret the role of labor unions on the economy.	2
		48	Interpret the role of labor unions on politics.	2
		49	Interpret the role of labor on employer-employee relationships.	2

		50	Investigate how labor unions have changed due to the relationship between government and big business.	3
		51	Analyze the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.	4
6.1.12.C.15.b	Assess economic priorities related to international and domestic needs, as reflected in the national budget.	52	Assess economic priorities related to international and domestic needs, as reflected in the national budget.	4
6.1.12.A.16.c	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.	53	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.	4
6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.	54	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.	4
6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.	55	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.	2
6.1.12.C.16.b	Predict the impact of technology on the global workforce and on entrepreneurship.	56	Predict the impact of technology on the global workforce and on entrepreneurship.	3
6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	57	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	4
6.1.12.B.14.c	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	58	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	4

	States in addressing these decisions.		Jersey and the United States in addressing these decisions.	
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH.11-12.1	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.	59	Connect insights gained from specific details to an understanding of the text as a whole.	4
CCSS.ELA-Literacy.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	60	Define important vocabulary.	1
		61	Analyze how the author uses and refines the meaning of a key term over the course of a text.	4
CCSS.ELA-Literacy.RH.11-12.8	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	62	Summarize an author’s premises, claims, and evidence.	2
		63	Investigate an author’s premises, claims, and evidence.	3
		64	Critique an author’s premises, claims, and evidence using other information.	4
		65	Analyze an author’s premises, claims, and evidence by corroborating or challenging them with other information.	4
CCSS.ELA-Literacy.WHST.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	66	Label relevant facts.	1
		67	Summarize definitions.	2
		68	Summarize historical information.	2
		69	Assess the topic thoroughly using facts,	4

			definition, and historical information.	
CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	70	Organize historical information according to how an event changes over time.	2
		71	Interpret the purpose of the essay.	2
		72	Construct an essay using clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3
CCSS.ELA-Literacy.WHST.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	73	Define and summarize claims made by various authors.	1
		74	Construct an argument explaining each claim.	3
		75	Analyze claims, counterclaims, and reasons using evidence.	4
CCSS.ELA-Literacy.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	76	Critique writing to help revise.	4
		77	Evaluate writing by focusing on addressing what is most significant for a specific purpose and audience.	4
CCSS.ELA-Literacy.WHST.11-12.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	78	Summarize information provided.	2
		79	Formulate a concluding statement or section that follows from and supports the information or explanation provided.	3

Big Ideas: Marshall A.c

1. In the 1930s the Unites States and most of the world was in a great economic depression. Led there by debt and a failed banking system amongst other things families were broken up, the death rate rose, and depression was high. During other periods of economic decline one can see many of the same effects on everyday people as evidenced with the War on Poverty in the 1960s, the energy crisis of the 1970s, and the recession of the 1980s. Many liberals say it is the responsibility of the government to provide for the people while many conservatives support the notion of “rugged individualism” – pull yourself up by your bootstraps.
2. Labor unions developed out of a need for shorter working hours, prevention of dangerous accidents and a need for fair compensation (to name a few) for work done by large groups of people in a particular skilled or unskilled jobs. Over time it became more effective to

bargain collectively to reach their goals. The voices of many have been a powerful tool toward reaching fair labor practices in America.

3. In Andrew Carnegie's "Gospel of Wealth" (1889) he argued for philanthropic endeavors by the wealthy, but in fact many of the well-to-do Americans use money to make more money and pass it down to their children. Those who come from 'old money' often continue in this tradition. Therefore class, gender, race, and immigrant status all account for the huge gap between the "haves" and "have nots" in today's society.

Essential Questions: Marshall A.c, C.c

1. Whose responsibility is it to help people during periods of economic decline?
2. Why do laborers work together for the common good rather than only working for their own advancement?
3. What factors accounts for the gap between the "haves" and "have nots" in today's society?

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

Conservative
Liberal
Socio-economic
Philanthropy
Cycle of poverty
Socialism

Suggested Resources (CCSS Exemplar Texts in Bold)

The Causes of Political Indifference Today by Walter Lippmann – Lexile 1330
The New Deal Reconsidered by Bradford A. Lee – Lexile 1150
The African American Odyssey edited by Hine, Hine, and Harold p. 439-450 – Lexile 1470
First Peoples: A Documentary Survey of American Indian History (second edition) p.397- 403– Lexile 1020
The Other America by Michael Harrington – Lexile 1150
The Great Society by Lyndon B. Johnson – Lexile 1140
Rethinking Globalization: Teaching for Justice in an Unjust World p. 170, 194-199, 162-163 – Lexile 1100
The American Spirit p. 450-455, p. 550-556, p. 626-630 - Lexile 1320
<http://www.historyisaweapon.com/>
Amistad curriculum <http://njamistadcurriculum.org/>
www.lexile.com

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

<p>Civic Literacy Health Literacy Environmental Literacy</p>	<p>Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills</p>
<p>Technology Infusion</p>	
<p>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</p> <p>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</p> <p>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</p>	
<p>Evidence of Student Learning</p>	
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics • Self-reflections • Teacher-student conferences • Students' published pieces • Unit tests/Projects • Quizzes 	

Montclair Public Schools
Center for Social Justice US History II Unit: Marshall A.b

Subject	CSJ US History II H	Grade	11	Unit #	3	Pacing	8-10 weeks
Unit	Imperialism and Civil Liberties During Wartime						
Overview							
<p>In the third thematic unit Social Justice juniors will look at United States foreign policy decisions from a variety of perspectives. The beginning of the United States being seen as global power by the world followed the Spanish American War in 1898, where the U.S. lived the “White Man’s Burden” (Rudyard Kipling). Thus began a century of imperialist endeavors, a time to make the world safe for democracy, and unflinching support for international allies, while keeping American citizens safe at home and abroad – all depending on one’s perspective. Students will discuss foreign policy in the 20th and 21st centuries from an economic and political perspective, the effect of war on civil liberties at home, and the role of the United States in the world today.</p> <p>During the third unit all CSJ juniors are required to research and write an inquiry term paper on a topic of their choosing related to American history. Term papers must use books, MHS Library databases, and primary sources to prove their chosen inquiry.</p> <p>Standard 6.3 is addressed in the Center for Social Justice Action Lab required for all CSJ students.</p> <p>Lexile 1185-1385</p>							
Standard #	NJCCCS			SLO #	Student Learning Objectives		Depth of Knowledge
6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.			1	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.		2
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.			2	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.		4
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 (i.e., the Espionage Act and the Sedition Amendment) on individual rights.			3	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.		4

20: 2013-2014

6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries	4	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries	4
6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.	5	Explain how global competition by nations for land and resources led to increased militarism.	2
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	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.	2
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.	7	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.	4
6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.	8	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.	4
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.	9	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.	2
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	10	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I	4
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.	11	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.	2
6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.	12	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.	2

6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.	13	Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.	4
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.	14	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.	2
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.	15	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.	2
6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.	16	Analyze the decision to use the atomic bomb and the consequences of doing so.	4
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.	17	Define human rights.	1
		18	Define genocide.	1
		19	List and summarize human rights violations.	2
		20	Analyze how the United States and other nations responded to those violations.	3
		21	Evaluate the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	4
6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.	22	Explain the role that geography played in the development of military strategies and weaponry in World War II.	3
6.1.12.C.11.a	Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and	23	Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods	4

	analyze the impact of the post-war shift back to domestic production.		during World War II, 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.	224	Relate new wartime inventions to scientific and technological advancements in the civilian world.	2
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.	25	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.	4
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.	26	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.	4
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.	27	Define nationalism.	1
		28	Hypothesize as to what makes people feel patriotic.	3
		29	Define discrimination.	3
		30	Hypothesize as to what made (makes) minority groups feel patriotic.	3
		31	Investigate discrimination faced by women, African Americans, Native Americans, and Asian Americans specifically in the military and the workforce.	4
		32	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the	4

		33	discrimination they experienced in the military and workforce. Critique that sense of nationalism from your perspective.	4
6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	34	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	2
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.	35	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.	3
6.1.12.D.12.a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.	36	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.	4
6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.	37	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.	2
6.1.12.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	38	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	4
6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.	39	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.	4

6.1.12.D.13.e	Explain why the Peace Corps was created and how its role has evolved over time.	40	Explain why the Peace Corps was created and how its role has evolved over time.	3
6.1.12.A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.	41	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.	3
6.1.12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.	42	Explain how the Arab-Israeli conflict influenced American foreign policy.	4
6.1.12.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.	43	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.	4
6.1.12.C.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.	44	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.	4
6.1.12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.	45	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.	4
6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	46	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	2
6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.	47	Identify and summarize government policies related to wartime security.	2
		48	Define and interpret the rights of the individual.	2
		49	Define national security.	1
		50	Classify effective and ineffective government	2

			policies as related to war and national security.	
		51	Critique ineffective government policies.	3
		52	Prove what are more important – civil liberties or national security.	4
		53	Analyze the effectiveness of government policies in balancing the rights of the individual against the need for national security.	4
6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.	54	Determine the relationship between United States domestic and foreign policies.	2
6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.	55	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.	4
6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.	56	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.	2
6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.	57	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.	4
6.1.12.A.15.d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.	58	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.	4
6.1.12.A.15.e	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.	59	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.	4
6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and	60	Evaluate the effectiveness of United States policies and actions in supporting the	4

	democratic growth of developing nations.		economic and democratic growth of developing nations.	
6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.	61	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.	4
6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.	62	Relate the role of America's dependence on foreign oil to its economy and foreign policy.	2
6.1.12.D.15.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.	63	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.	2
6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.	64	Compare the perspectives of other nations and the United States regarding United States foreign policy.	2
6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.	65	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.	4
6.1.12.D.15.d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.	66	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.	4
6.1.12.A.16.a	Determine the impact of media and technology on world politics during this time period.	67	Determine the impact of media and technology on world politics during this time period.	2

6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.	68	Analyze the impact of American culture on other world cultures from multiple perspectives.	4
6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.	69	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.	3
6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.	70	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.	4
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH.11-12.1	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.	71	Connect insights gained from specific details to an understanding of the text as a whole.	4
CCSS.ELA-Literacy.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	72	Define important vocabulary.	1
		73	Analyze how the author uses and refines the meaning of a key term over the course of a text.	4
CCSS.ELA-Literacy.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	74	Summarize each author's claims, reasoning, and evidence on the same historical event or issue.	2
		75	Compare and contrast the authors' differing points of view based on summaries.	2
		76	Critique the authors' points of views by	4

			assessing the authors' claims, reasoning, and evidence based on historical fact and analysis of the period.	
CCSS.ELA-Literacy.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	77 78 79 80	Summarize information from diverse sources. Compare and contrast information from diverse sources. Critique information from diverse sources. Synthesize information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	2 2 3 4
CCSS.ELA-Literacy.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	81 82 83	Analyze actions or events. Support analysis with textual evidence. Critique where the text leaves matters uncertain.	4 4 4
CCSS.ELA-Literacy.WHST.11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	84 85 86 87	Identify historical information. Locate graphics and multimedia. Organize information so each new element builds on that which precedes it. Design a topic and organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	1 1 2 4
CCSS.ELA-Literacy.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	88 89	Find evidence from information text. Apply evidence to support analysis,	1 4

			reflection, and research	
CCSS.ELA-Literacy.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	90 91 92	Evaluate historical topics. Identify audience for essay. Construct essays 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.	4 1 3
CCSS.ELA-Literacy.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	93 94 95 96 97	Identify research topic to answer a question. Revise topic. Investigate topic. Evaluate inquiry method. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	1 3 3 3 4
CCSS.ELA-Literacy.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	98 99 100 101	Find relevant information from multiple authoritative print and digital sources. Use advanced searches effectively. Assess the strengths and limitations of each source in terms of the specific task purpose and audience. Synthesize information into text.	1 1 4 4
CCSS.ELA-Literacy.WHST.11-12.6	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.	102	Critique research using technology.	4

Big Ideas: Marshall A.c

1. The Merriam-Webster Dictionary defines imperialism as: “the policy, practice, or advocacy of extending the power and dominion of a nation especially by direct territorial acquisitions or by gaining indirect control over the political or economic life of other areas.” Given that definition the United States has participated in imperialist ventures throughout its history. It is not, however, the practice of the U.S. government to enter a war on such terms.

2. African Americans have long fought for the United States in every war or military action. The notion that they are Americans and agree to fight for a country which will accept them after showing such allegiance has often been a factor. Legislative acceptance and equality did not begin until 1948 when President Truman desegregated the military. Social acceptance of minorities, including women and LGBTs continues to be an issue. Additionally the financial recompense offered by the military has drawn immigrants and the poor to serve throughout American history.
3. During times of war there is often a fear of espionage or sedition. Throughout American history such groups such as German Americans, Japanese Americans, communists, and Middle Eastern Americans to name a few have come under suspicion. In an effort to reduce possible treason many political, social, and ethnic groups have been the targets of oppression.
4. While the United States has been involved in wars to stop those violating human rights, most often a declaration of war occurs only after a catastrophic event. The reasons the U.S. enters wars has varied. There have been economic, social and other impacts of America's military involvement including: wartime economies have employed people and offered financial gains; foreign policy decisions have opened doors for trade and thrust the United States onto the stage as negotiator; and peace treaties have helped to "make the world safe for democracy."

Essential Questions: Marshall A.c, C.c

1. Is the United States an imperialist power?
2. Why do oppressed people in the United States choose to serve the country?
3. Why have political, social, and ethnic groups been the targets of oppression in the United States?
4. Why has the United States chosen to go to war?

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

imperialism
 conscientious objector
 genocide
 diplomacy
 fascism
 communism

Suggested Resources (CCSS Exemplar Texts in Bold)

These are recommended; you may select others as long as they are aligned to the standards and Lexile levels in this unit of study.

The White Man's Burden by Rudyard Kipling – Lexile 1230

Woodrow Wilson's 14 Points – Lexile 1440

A People's History of the United States Chapter 14: War is the Health of the State, Chapter 16: A People's War? by Howard Zinn , and Chapter 18:

The Impossible Victory: Vietnam – Lexile 1360

Hiroshima by John Hersey – Lexile 1190

www.facing.org

One Thousand Ugly Americans by Ronald Anderson – Lexile 1440

www.historyisaweapon.com

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

www.lexile.com

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

Civic Literacy Health Literacy Environmental Literacy	Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills
Technology Infusion	
<p>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</p> <p>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</p> <p>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</p>	
Evidence of Student Learning	
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics • Self-reflections • Teacher-student conferences • Students' published pieces • Unit tests/Projects • Quizzes 	

Montclair Public Schools
Center for Social Justice US History II Honors Unit: Marshall A.b

Subject	CSJ US History II H	Grade	11	Unit #	4	Pacing	8-10 weeks
Unit	Peoples' Movements, Laws, & Citizens' Rights						
Overview							
<p>United States history is not a history of one group of people – it is a history of everyone who has lived and continues to live within its borders. In the fourth and final unit CSJ juniors will explore the voices of the people unheard in many history books: Women, African Americans, Hispanic Americans, Lesbian Gay Bisexual and Transgendered peoples, Native Americans, and others. While their voices were raised in each unit, here we will explore legislative changes and setbacks, economic injustice, and the social toils of those so often left out. In this final unit juniors will learn who and how citizens have become empowered and what challenges still face the oppressed.</p> <p>Standard 6.3 is addressed in the Center for Social Justice Action Lab required for all CSJ students. Lexile 1185-1385</p>							
Standard #	NJCCCS	SLO #	Student Learning Objectives	Depth of Knowledge			
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.	1	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.	4			
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.	2	Define advocacy.	1			
		3	List and summarize African American advocacy organizations.	2			
		4	List and summarize Supreme Court decisions related to African American Civil Rights.	2			
		5	List and summarize state governmental policies related to African American Civil Rights.	2			

		6	List and summarize local governmental policies related to African American Civil Rights.	2
		7	Analyze the relationship between the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) with United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.	4
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.	8	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.	4
6.1.12.A.13.a	Analyze 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.	9	Analyze 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.	4
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities	10	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities	4

6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.	11	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.	3
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.	12	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.	2
6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	13	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	2
6.1.12.D.13.c	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.	14	Define civil rights.	1
		15	Identify women’s rights organizations.	1
		16	Describe examples of civil rights successes, identify key participants, and analyze what makes movements successful.	4
		17	Describe examples of Civil Rights failures and analyze what makes something a failure.	4
		18	Summarize the successes and failures of women’s rights organizations.	2
		19	Describe the American Indian Movement.	1
		20	Summarize the successes and failures of the American Indian Movement.	2
		21	Describe La Raza.	1

		22	Summarize the successes and failures of La Raza.	2
		23	Explain and critique the term equal opportunity.	4
		24	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.	4
6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.	25	Relate the changing role of women in the labor force to changes in family structure.	2
6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.	26	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.	4
6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.	27	Define target, agent, ally, and empowered person.	1
		28	Interpret the definition of equality from a variety of perspectives – the target, the agent, an ally, and an empowered person.	2
		29	Define oppression.	1
		30	Investigate oppression in the workplace, politics, and society targeting women, minorities (African Americans, Native Americans, and Hispanic Americans), and individuals with gender preferences.	3

		31	Investigate the goals of activist women, minorities (African Americans, Native Americans, and Hispanic Americans), and individuals with gender preferences.	3
		32	Analyze the ways in which women, minorities (African Americans, Native Americans, and Hispanic Americans), and individuals with gender preferences have reached some goals in the workplace, politics, and society.	4
		33	Analyze 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.	4
6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.	34	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.	4
6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.	35	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.	2
6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.	36	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.	4
6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.	37	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.	2

6.1.12.A.14.g	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).	38	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).	4
6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.	39	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.	4
6.1.12.A.16.b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.	40	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.	4
6.1.12.C.16.a	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.	41	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.	4
6.1.12.D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide.	42	Explain how and why technology is transforming access to education and educational practices worldwide.	3
6.1.12.A.14.e	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.	43	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.	4
6.1.12.B.14.d	Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.	44	Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.	4
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH.11-12.1	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.	45	Connect insights gained from specific details to an understanding of the text as a whole.	4
CCSS.ELA-Literacy.RH.11-	Determine the meaning of words and phrases as they are used in a text, including analyzing how an	46	Define important vocabulary.	1

12.4	author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).	47	Analyze how the author uses and refines the meaning of a key term over the course of a text.	4
CCSS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	48	Summarize information presented in diverse formats.	2
		49	Compare and contrast the information presented.	2
		50	Synthesize the information in order to address a question or solve a problem.	4
CCSS.ELA-Literacy.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	51	Compare and contrast authors’ points of views.	2
		52		4
		53	Analyze data from a variety of sources. Synthesize data from a variety of sources and various points of views.	4
CCSS.ELA-Literacy.WHST.11-12.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	54	Construct an essay using language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	3
		55	Apply knowledge of audience and discipline to write a well-executed essay.	4
CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	56	Analyze texts.	4
CCSS.ELA-Literacy.WHST.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the	57	Examine historical claims.	3
		58	Critique claims and examine counterclaims.	4
		59	Examine the data for claims and counterclaims.	3
		60	Analyze the strengths and limitations of	4

	audience’s knowledge level, concerns, values, and possible biases.		claims and counterclaims while incorporating bias.	
CCSS.ELA-Literacy.WHST.11-12.1c	Use words, phrases, and clauses as well as varied syntax 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.	61	Construct a text using words, phrases, and clauses as well as varied syntax 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.	3
Big Ideas: Marshall A.c				
<ol style="list-style-type: none"> 1. People can experience oppression in many ways, in the workplace or school, in communities, or as a result of laws. Historically, segregated schools and assimilationist education have fostered a culture of racism and classism. Minorities have and continue to fight for economic, legislative equality, and social equality. The oppressed have been forced from their homes, have had no or little access to new technologies, and have suffered much personal loss. 2. Institutional oppression in America comes from many sources including governments, schools, and hospitals. Laws have prevented minorities from moving to certain areas, attending the best schools historically open white American males, and hospitals have rules that do not grant LGBT’s many privileges family members and married men and women enjoy. This has led to a cycle of poverty in many minority communities, a continued struggle with the achievement gap, and much personal sacrifice. 3. In order for real change to occur there needs to be both legislative and social change. Legislative change allows for access to many opportunities and recourse for oppressed groups if those laws are broken. Social change allows and encourages oppressed or target groups to feel empowered and strive for more success and opportunities more readily available to the agent group. 				
Essential Questions: Marshall A.c, C.c				
<ol style="list-style-type: none"> 1. How have people been oppressed in America? 2. What are the effects of institutional oppression in America? 3. Why does there need to be both legislative and social change in order for equality to exist? 				
Assessments: Marshall A.d, D.c				
<ol style="list-style-type: none"> 1. Formal and informal formative and summative assessments as determined by the teacher 2. Common Benchmark as per district schedule 				
Key Vocabulary				
Advocacy Ideology				

Civil rights
Human rights
Hegemony
egalitarianism

Suggested Resources (CCSS Exemplar Texts in Bold)

These are recommended; you may select others as long as they are aligned to the standards and Lexile levels in this unit of study.

Black Power by Stokely Carmichael – Lexile 1160

First Peoples: A Documentary Survey of American Indian History (second edition) p.408-422, Chapter 7, p. 479, Chapter 8, p.538-541, p. 554 – Lexile 1020

No More Miss America by Robin Morgan – Lexile 1310

The Stonewall Riots by Lionel Wright – Lexile 1060

The Women’s Liberation and Gay Liberation Movements by Huey Newton – Lexile 1270

A People’s History of the United States Chapter 17: Or Does it Explode by Howard Zinn – Lexile 1360

Eyes on the Prize Primary Source Documents – Lexile 1140

Betty Friedan Destroys the Myth of the Happy Housewife by Marcia Cohen – Lexile 1250

America’s Women by Gail Collins p. 437-447- Lexile 1230

www.nclr.org

www.historyisaweapon.com

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

www.lexile.com

DIFFERENTIATION		
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ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
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<p>Technology Infusion</p>	
<p>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</p> <p>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</p> <p>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</p>	

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