



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools **Springfield, New Jersey 07081**

20th Century & Beyond

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



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Springfield Public Schools
Springfield, New Jersey

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Springfield Board of Education
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"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

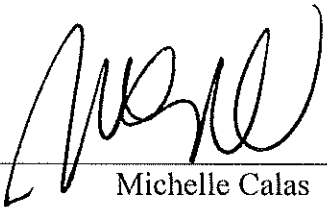
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



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Unit Overview Template

Content Area: Social Studies **Grade Level:** 11 **Unit Title:** Modern America Emerges

Unit Summary: America faced many problems at the turn of the century: social unrest, political corruption, labor strife, and corporate monopolies. This unit focuses on the Progressive Movement that sought solutions to these problems but at the same time gave the government a larger role in the regulation of American society. Additionally, as the government's role expanded domestically, it took on a greater role in the arena of foreign policy, from developing greater foreign trade to annexing and occupying foreign territories. America finally establishes itself as a world power through its involvement in international conflict – The Great War.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: For students to analyze and take a position on the debate regarding the role of the Federal Government in its attempt to balance the needs of business and the American consumer and citizen.

Learning Targets

Standards:

NJSLS-SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

NJSLS-SS 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

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

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

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance



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understanding of presentations.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS-CLKS 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

SEL.PK-12.3- Social Awareness

SEL.PK-12.3- Responsible Decision-Making

Content Statements:

Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.

An expanding market for international trade promoted policies that resulted in America emerging as a world power.

Students will: Understand and use technology systems. Select and use applications effectively and productively.

Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.GeoHE.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
6.1.12.GeoGM.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.EconEM.6.a	Determine how supply and demand influence price and output during the Industrial Revolution.
6.1.12.EconNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
6.1.12.HistoryCC.6.b	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
6.1.12.HistoryCC.6.c	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



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6.1.12.HistoryCC.6.d	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World
6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
6.1.12.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
RI.11-12.1.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
RI.11-12.7.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
RI.11-12.9.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.1	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.
W.11-12.2.	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 claim(s), counterclaims, reasons, and evidence.
W.11-12.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



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SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
S.L.11-12.1.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others’ cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Unit Essential Questions:

1. How did the Progressive Movement increase the power of government by regulating business and protecting society?
2. What worldwide events help propel the United States into a world power?
3. What impact did economic policies have on U.S. diplomacy?
4. What were the causes of WWI, the reasons for our involvement and its consequences?

Unit Enduring Understandings:

1. Various scientific discoveries and manufacturing innovations had great effects on the nature of work, the American labor movement, and business going into the Twentieth Century.
2. Immigration and the immigration experience had economic, social, and political effects on American society at the turn of the century.
3. Significant turn-of-the-century trends existed in the areas of technology, education, race relations, and mass culture.
4. The Progressive Movement increased the power of government by regulating business and protecting society from societal injustices fostered by big business.
5. The causes of WWI and its consequences were never totally resolved and helped sow the seeds of conflict in the 1930's and eventually WWII.

Unit Learning Targets:

Students will....

1. explain the Progressive movement and its impact on American society.
2. analyze the presidencies of the three progressive presidents-Roosevelt, Taft and Wilson.
3. analyze the political, social, and economic effects of the immigrant experience.
4. explain the economic/cultural factors that fostered American imperialism .
5. identify the long term consequences and immediate circumstances that led to WWI and American involvement .
6. summarize Wilson's Fourteen Points and the Treaty of Versailles.
7. describe the increasing socio-economic and political role of women.



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Evidence of Learning

Summative Assessment: 4 days: After studying this unit students will state a position on the debate regarding the role of the Federal Government in its attempt to balance the needs of business and the American consumer. Students and their design teammates will put together a PowerPoint presentation illustrating their view.

Equipment Needed: Internet access, laptops, smartboard/overhead projector

Teacher Resources: Internet access, laptops, videos

Formative Assessments:

- Tests
- Quizzes
- Class Internet Assignments
- DBQ's
- Written Papers
- Photo or Political Cartoon Analysis
- Electronic Surveys
- Blog Answers and Responses
- Class Debates
- Online Quizzes
- Then and Now Comparisons
- Quizlet Vocabulary Activities

Lesson Plans

Lesson	Time Frame
Lesson 1 The Photo-Documentary Works of Hine and Riis	2 days/84 mins
Lesson 2 The Muckrakers	2 days/84 mins
Lesson 3 The Three Progressive Presidents	2 days/84 mins

Teacher Notes: Teachers should make comparisons with current political situations and draw analogies between the original progressives with the so-called modern progressives regarding various contemporary social issues.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.socialwelfarehistory.com/eras/civil-war-reconstruction/progressive-era/>
<http://ocp.hul.harvard.edu/immigration/riis.html>
<http://xroads.virginia.edu/~ma01/davis/photography/hine/hine.html>
<http://www.bartleby.com/65/mu/muckrake.html>



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Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** The Photo Works of Hine and Riis **Time Frame:** 2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

ELA and Technology

Integration of Technology:

OnCourse

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Analyze the efforts of Progressive photo documentary journalists to call attention to the social injustices brought on by above.	Lesson Sequence: - Students analyze the photos of Riis and Hines - Students select three photos of each artist, describe them - Students write a paper in which they identify the social issue that each focused on and write a reaction to the photos	- Reaction paper - Essay on test
Differentiation: Differentiation will be based on student choice of subject and ability level of reading, writing and computer research skills.		
Resources Provided: https://www.metmuseum.org/toah/hd/edph/hd_edph.htm https://www.youtube.com/watch?v=8lbiWTtodGI https://www.theartstory.org/movement/documentary-photography/artworks/		



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Lesson Plan 2 Template

Content Area: Social Studies **Lesson Title:** The Muckrakers **Time Frame:** 2 days

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections:

ELA

Integration of Technology:

Online learning communities such as OnCourse

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Analyze the efforts of the muckrakers in their efforts to bring societal reforms .	Lesson Sequence: - Students will research various Progressive Era issues to identify the specific problems Muckrakers targeted and the methods they used to raise awareness. - Students select a presentation method: a paper in which they analyze how successful the muckrakers were or a visual presentation of the problem and solutions and their success	Based on your analysis of your research and the other presentations, do you believe the Muckrakers were successful in their endeavors? Explain your answer.
Differentiation: Differentiation will be based on student choice of subject, ability level of reading, writing and computer research skills and final presentation creation.		
Resources Provided: Laptops		



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Lesson Plan 3 Template

Content Area: Social Studies **Lesson Title:** The 3 Progressive Presidents **Time Frame:** 84 mins/2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

ELA

Integration of Technology:

Online learning communities such as OnCourse

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Students will analyze and evaluate the presidencies of Teddy Roosevelt, Taft and Wilson, creating a report card grade on each.	Lesson Sequence: - Teacher directed notes on the three presidencies. - Video follow up activities with students jotting down additional info. - Students create a report card grade on each, evaluating them on how great a "progressive" president they were. Share rankings with class and debate to create a consensus.	Based on research and class discussions, students will post their own reactions to the discussion and rankings on OnCourse.
Differentiation: Differentiation will be based on student choice of subject and ability level of reading, writing and computer research skills.		
Resources Provided Laptops		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies	Grade Level: 11	Course Title: 20 th Century and Beyond
Created: Mary Cokeing and Megan Randolph		Board Approved on:



Unit Overview Template

Content Area: Social Studies **Grade Level:** 11 **Unit Title:** The 1920's and the Great Depression

Unit Summary: The United States came out of WWI as a dominant economic power. Businesses and corporations flourished, the labor force grew and new industries sprang up to meet the ever-increasing demands of American consumers. This unit looks at how American society roared economically, socially and culturally in the 1920s until it crashed in the 1930s and the Great Depression. As the 20s were the time of prosperity and optimism, the 30s is a time of disillusionment and despair as the American Dream was shattered by the harsh realities of unemployment and the Dust Bowl. This unit continues on to look at American History as FDR launched his New Deal to put the United States on the road to economic recovery, relief and reform and big government.

Primary Interdisciplinary Connections: Reading, Writing, Technology

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
 ☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: For students to understand the fundamental philosophical dichotomy that exists between the Democratic and Republican Parties in their attempts to handle and address socio-economic concerns.

Learning Targets

Standards:

NJSLS-SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

NJSLS-SS 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

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

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

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and *enhance*



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understanding of presentations.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS-CLKS 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

SEL.PK-12.3- Social Awareness

SEL.PK-12.3- Responsible Decision-Making

Content Statements: The 1920s is 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. The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society. 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.

Understand and use technology systems. Select and use applications effectively and productively.

Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.1.12.EconNM.8.a	Analyze the push-pull factors that led to the Great Migration.
6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.History CC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression



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6.1.12.EconNE.9.a	Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
6.1.12.EconNE.9.b	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
6.1.12.EconNE.9.c	Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
6.1.12.EconNE.9.d	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
6.1.12.EconoNM.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
6.1.12.EconoNM.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
6.1.12.HistoryCA.10.b	Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
6.1.12.HistoryCA.10.c	Analyze how other nations responded to the Great Depression.
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
RI.11-12.1.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.



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RI.11-12.7.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
RI.11-12.9.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
S.L.11-12.1.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others’ cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Unit Learning Targets:

Students will....

1. identify the political and social changes that existed in the USA immediately after WWI and throughout the 1920s and '30s.
2. analyze the causes and effects of the "Red Scare".
3. evaluate the cultural impact of the Harlem Renaissance, Prohibition, the changing role of women, the "Roaring Twenties", and the debate re: science v religion on the American socio-political landscape.
4. identify the causes and effects of the stock market crash and the Great Depression.
5. analyze the effects of FDR's New Deal legislation on the Great Depression.
6. identify and compare and contrast the militaristic governments that arose in Europe and Japan.
7. describe the growing anti-semitism of Nazi Germany and how America's isolationist policy during the 30's fostered a climate of indifference regarding Jewish political and physical persecution
8. analyze the events that ultimately caused a second world war.

Evidence of Learning

Summative Assessment: After studying this unit students will formulate a position on which political philosophy (Democrat or Republican Party) they agree with. Students and their design teams will create an internet based, interactive poster demonstrating the respective parties’ ability to handle socio-economic concerns.

Equipment Needed: Laptops, smartboard, textbooks

Teacher Resources: Laptops, DBQs, videos

Formative Assessments:

- Tests
- Quizzes



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- DBQ's
- Written papers
- Internet laptop assignments
- Photo or political cartoon analysis
- Blog answers and responses
- Then and Now comparison of images
- Electronic discussion board
- Pro/Con Chart
- T Chart analysis
- Quizlet vocabulary quizzes
- Class debates



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Lesson Plans

Lesson	Time Frame
Lesson 1 The Harlem Renaissance	2 days/84 mins
Lesson 2 The Roaring '20's	2 days/84 mins
Lesson 3 Scottsboro Boys	3 days/126 mins

Teacher Notes: Teachers should emphasize this fundamental political divide is as relevant today as it was in 1932. Teachers should discuss the debate and results of the current elections and compare the "Great Depression" of the 1930s with the "Great Recession" of today. Discussions should also include the respective parties' philosophy in addressing socio-economic concerns.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.loc.gov/rr/program/bib/harlem/harlem.html>

<https://www.poets.org/poetsorg/text/brief-guide-harlem-renaissance>

<http://law2.umkc.edu/faculty/projects/ftrials/scottsboro/scottsb.htm>

<http://www.pbs.org/wgbh/amex/scottsboro/timeline/>

<https://www.learner.org/series/biographyofamerica/prog20/index.html>



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Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** The Harlem Renaissance **Time Frame:** 2 days/84 mins

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections:

ELA

Integration of Technology:

OnCourse, laptop research

Equipment Needed:

Laptops, projector/smartboard

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and analyze the works of Harlem Renaissance writers. - Analyze the socio-political contributions of the writers and their works.	Lesson Sequence: - Students will use their laptops to navigate various sites on the Harlem Renaissance and identify the authors and their works. - Students will select three examples of books or poetry and summarize the same. - Students will write a paper in which they discuss each work, identify the thesis, and analyze its contribution to American society.	- Written paper - Essay on test
Differentiation: Differentiation will be based on student choice of HR subject and ability level of reading, writing and computer research skills.		
Resources Provided: - Laptops - Textbooks - Videos		



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Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: The Roaring 20s Time Frame: 2 days/84 mins

Lesson Components

21st Century Themes

- ☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections:

ELA

Integration of Technology:

Collaborate in online learning communities such as OnCourse

Equipment Needed:

Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will analyze various topics including sports, fashion, entertainment, the arts and politics and the economy. - Students will write a report evaluating the role of the above factors in shaping the socio-economic landscape of the '20's.	Lesson Sequence: - Students will select 3 topics of interest from the listed categories regarding the Roaring 20s. They will utilize various websites and primary source documents. - Students write an essay or create a visual presentation to summarize the topics they selected to represent the 1920s.	Essay/presentation
Differentiation: Differentiation will be based on student choice of research topics and/or ability level of reading, writing and computer research skills.		
Resources Provided: Laptops		



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Lesson Plan 3 Template

Content Area: Social Studies **Lesson Title:** The Scottsboro Boys **Time Frame:** 3 days/126 mins

Lesson Components

21st Century Themes

- ☑ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
 ☑ Civic Literacy ☑ Health Literacy

21st Century Skills

- ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
 ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy ☑ ICT Literacy

Interdisciplinary Connections:

ELA

Integration of Technology:

Collaborate in online learning communities such as OnCourse

Equipment Needed:

Video, laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the degree to which racism existed in the United States during the 1930's. - Analyze sectionalism during the '30's as reflected in anti-semitism, and anti-communist attitudes. - Write an editorial regarding the above case.	Lesson Sequence: - Students will watch the video on above case and perform follow up Internet research. - Students will write an essay summarizing the main events of the Scottsboro Case. - Students will imagine they are a newspaper editor and write an editorial.	- Written essay - Editorial - Essay on test
Differentiation: Differentiation will be based on student choice of subject and ability level of reading, writing and computer research skills resulting in either independent or more teacher directed research and appropriate sites.		
Resources Provided: Videos, laptops		



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies	Grade Level: 11	Course Title: 20 th Century and Beyond
Created: Mary Cokeing and Megan Randolph	Board Approved on:	



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Unit Overview Template

Content Area: Social Studies

Grade Level: 11

Unit Title: WWII and its Aftermath

Unit Summary: While the United States was dealing with its problems brought on by economic depression, countries in Europe, North Africa and Asia suffered at the hands of fascist Germany, Italy and Japan. This unit will look at these problems as war erupted in Europe and how the United States abandoned its isolationist position following the bombing of Pearl Harbor in 1941. It traces the United States efforts in Europe and the Pacific and on the home front that led them, and their allies to victory. The unit then continues its focus on foreign policy as the Allied victory turns towards the new tensions of the Cold War and the conflicting ideologies that it spurred. Additionally, this unit will look at American society and culture as it prospered following WWII.

Primary Interdisciplinary Connections: *reading, writing, media literacy,*

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: To gain an understanding of the United States foreign policy positions as they move from an isolationist stance, to World War II, to becoming the Superpower of the modern era and how it impacted American society.

Learning Targets

Standards:

NJSLS-SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

NJSLS-SS 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard

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

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

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance



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understanding of presentations.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS-CLKS 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

SEL.PK-12.3- Social Awareness

SEL.PK-12.3- Responsible Decision-Making

Content Statements:

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.

Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

Understand and use technology systems. Select and use applications effectively and productively.

Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.EconET.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
6.1.12.EconNM.11.a	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
6.1.12.HistoryCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
6.1.12.HistoryCA.11.a	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.



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6.1.12.HistoryCA.11.b	Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
6.1.12.History CC.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.
6.1.12.HistoryCC.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.HistoryCC.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
RI.11-12.1.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
RI.11-12.7.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
RI.11-12.9.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.1	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.
W.11-12.2.	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 claim(s), counterclaims, reasons, and evidence.
W.11-12.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
S.L.11-12.1.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.



SEL.PK-12.3.3

Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Evidence of Learning

Summative Assessment: World War II A Study in Diversity

Introduction: You are a reporter for News Weekly magazine. Your editor (me) wants you to put together a special edition that offers a retrospective look at the contributions of subordinate groups in World War II. You and your group have been given an assignment to write a series of articles relating to your assigned topic. Your articles will be published in News Weekly.

The Task: You and your group are going to research your topic while concentrating on answering the questions listed below. Using this information, write a series of articles, one for each question. Each article should be 250 - 300 words. Included with your articles should be a statistical chart generated through Microsoft Excel, at least 2 photos, and a map. You will put all your work together to make your magazine pages. One copy will be printed out and copied for the rest of the class.

Ethnic/Citizen Soldier:

1. Who were the Navajo Code Talkers? What role did they serve during World War II? Where did they fight?
2. Who were the Tuskegee Airmen? What role did they serve during World War II? Where did they fight?
3. Who was the 442nd Regimental Combat Team? What role did they serve during WWII? Where did they fight?
4. Who was the "Purple Heart Battalion"? What role did they serve during WWII? Where did they fight?

On the Homefront:

1. What was Japanese Internment? Why were the Japanese moved inland? How were they treated? What was the lifestyle in the camps?
2. What role did women serve on the homefront during WWII? Who was "Rosie the Riveter?"
3. How were African Americans treated on the homefront? What gains did they make in the labor force? What problems did they face particularly in the South?
4. What was the role of Hispanic Americans on the homefront? What was the Bracero movement? What events led to the Zoot Suit riots?

Advertising:

Use advertising and political cartoons/propaganda posters to round out your newspaper.

By the end of the project, you will be evaluated according to the following criteria:

1. Have you written 2 articles of 250 - 300 words each? Did you answer each question completely?
2. Do you have two ads, one chart, one map and at least 2 photos?
3. Did your group conference with the editors?
4. Did you print out one good copy for photocopying for the rest of the class?

Equipment Needed: laptops/Internet

Teacher Resources:



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Navajo Code Talkers - <http://www.navajocodetalkers.org/>
 Tuskegee Airmen - <http://www.tuskegeearmen.org/>
 Purple Heart Batallion - http://www.homeofheroes.com/moh/nisei/index2_100th.html
 Zoot Suit Riots - <http://www.pbs.org/wgbh/amex/zoot/>
 Double V for Victory - <http://www.economist.com/node/664448>
 Japanese Internment - <http://americanhistory.si.edu/perfectunion/experience/>

Formative Assessments:

- Isolation DBQ
- Cold War Wiki Pages
- Life in the Bomb Shelter Diagram and Journal
- Midterm Exam
- Photo or Political Cartoon analysis
- Evaluation Questions
- Electronic Survey
- Blog answers and responses
- Socratic Circle
- Evaluation Questions
- “Solution Tracker”
- Slides for PowerPoint
- Isolation v. Intervention Debate
- “Were the Japanese a Threat” Debate
- “Truman and the Bomb” Debate
- Storyboard for video clip

Lesson Plans

Lesson	Time Frame
Lesson 1 Isolation v. Intervention	84 mins/2 days
Lesson 2 Military Tactics in Europe: DDay	126 min/3 days
Lesson 3 Truman's Decision to Drop the Bomb	84 mins/2 days

Teacher Notes: This lesson sequence will cover the arguments regarding neutrality/isolationism and intervention prior to the war, our involvement in WWII and Truman's decision to drop the bomb to end the war to illustrate America's transition from an isolated power to a Super Power following WWII.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

Saving Private Ryan; Band of Brothers, Farewell to Manzanar, Night, Allies at War:
 “Origins of the Cold War”; “Witch Hunt or Red Menace”; “The Missiles of October”
 Atomic Bomb Decision www.danned.com



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The Proper Application of Overwhelming Force: The United States in WWII:

<http://edsitement.neh.gov/>

Lesson Plan 1 Template

Content Area: Social Studies

Lesson Title: Isolation v. Intervention

Time Frame: 84 mins/2days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Art, Literature, Music

Integration of Technology:

Online learning communities such as OnCourse; Internet based research, Online discussion board

Equipment Needed:

Laptops, Internet, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify arguments for American isolation in 1930's - Analyze speeches and primary source materials to formulate opinion regarding isolationist and interventionist arguments - Identify arguments for American intervention in 1930's - Compare and contrast isolation with intervention arguments	Lesson Sequence: - Introduce the America First Committee. What were their views? - Read Charles Lindbergh's speeches outlining reasons for American isolation. Discuss to complete the "isolationist" side of graphic organizer. - Distribute Neutrality Act of 1935. Read and discuss – what can the government do/not do under act? - Play “Sinking of the Reuben James” by Woody Guthrie. Discuss Reuben James. What was the point of this song?	- Completed graphic organizer - Online Discussion post explaining analysis of both positions and formulation of your opinion supporting either isolation or intervention



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- Read Roosevelt’s “Four Freedoms” speech outlining reasons for American Intervention. Discuss to complete the “interventionist” side of graphic organizer.
- Distribute Dr. Seuss “America Goes to War” cartoons, how do they reiterate these arguments?

Differentiation:

Listen to Audio version of speeches

Alternate Project: Drawing own political cartoon illustrating your opinion

Resources Provided:

- Norman Rockwell's Four Freedoms Painting
- Dr. Seuss "Goes to War" Political Cartoon Collection
- FDR's Four Freedoms Speech
- America First Committee/Lindbergh Speeches



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Lesson Plan 2 Template

Content Area: Social Studies **Lesson Title:** WWII Strategy - DDay **Time Frame:** 126 min/3days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Geography, Journalism

Integration of Technology:

Online learning communities such as OnCourse; Online discussion board, Internet based research

Equipment Needed:

Projector, laptop, Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze primary source materials to identify Anglo-American strategy in Europe. - Identify, on a map, locations that were important to the war in Southern Europe and the Mediterranean - List and explain the significance of the most important military engagement - Analyze impact of D-Day on the course of WWII toward allied victory through films	Lesson Sequence: - Using the documents and the map, make a list of the objectives that the British and Americans hoped to achieve during their offensive. - Have the students answer the following questions based on their reading: What was the situation on the Eastern Front in 1942? What are the implications of this situation for Anglo-American strategy in Europe? How did the situation on the Eastern Front change between 1942 and 1943? What did the Allies hope to achieve by the end of 1944? Which was to take priority—a cross-channel invasion or operations in the Mediterranean?	- Group Writing Assignment regarding effectiveness of US military strategy in Europe - Journal Entry Writing - write a letter "home" from the perspective of a paratrooper in the 101st Airborne on the eve of DDay. - Close- discuss the truth in movies. Does the “Private Ryan” scene HAVE to be so violent?



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- Consult the interactive map which will demonstrate how the Allied Offensive developed.
- Students will read excerpts of the report by the Joint War Plans Committee concerning a possible invasion of Europe via the Mediterranean, a report by the Joint War Plans Committee regarding a cross-channel invasion and answer a series of questions that will ask them to draw on the readings. Discuss.
- View clips from “Band of Brothers” and “Saving Private Ryan.” Discuss.

Differentiation:

Students can produce a short documentary regarding soldiers on the eve of DDay.

Resources Provided:

Interactive Map - <http://www.teachingamericanhistory.org/neh/interactives/wwii/lesson2/>

Band of Brothers, Episode 2

Saving Private Ryan



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Lesson Plan 3 Template

Content Area: Social Studies **Lesson Title:** Truman's Decision **Time Frame:** 82 mins/2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Students will gain an understanding of how values influence decision making

Integration of Technology:

Collaborate in online learning communities such as OnCourse; Internet based research

Equipment Needed:

Laptops, Internet, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify various factors influencing Truman's decision to drop Atomic bomb - Analyze primary/secondary sources to evaluate use of atomic bomb in WWII - Analyze information to determine if another option was feasible	Lesson Sequence: - Teacher directed information about the Potsdam Conference. - Distribute overview handout about dropping the bomb. Read and discuss- What factors were being considered by Truman regarding Japan and using the bomb? - In small groups gather information regarding the bomb and the decision to drop it: Truman's diary entries, memo regarding testing of the bomb, warning leaflets, surrender notice/speech, costs/description of and war, kamikaze pilots, first hand-accounts of Japanese	- In-class debate regarding the reasons for and against dropping the bomb - Write an essay response to: Was President Truman justified in setting the precedent of using atomic weapons in order to hasten the end of WWII?



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Differentiation:

Students can opt for Online discussion board where students can "debate" the reasons for and against dropping the bomb.

Students can produce "War Poster" campaign eliciting support or opposition to Truman's decision to drop the bomb rather than essay.

Resources Provided:

http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php

http://www.umich.edu/~historyj/pages_folder/articles/Hiroshima_and_Nagasaki.pdf

<http://www.colorado.edu/AmStudies/lewis/2010/atomic.htm>

White Light Black Rain, HBO video



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies	Grade Level: 11	Course Title: 20 th Century and Beyond
Created: Mary Cokeing and Megan Randolph	Board Approved on:	



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Unit Overview Template

Content Area: Social Studies **Grade Level:** 11 **Unit Title:** Living with Great Turmoil

Unit Summary: This unit focuses on aspects of social reform of the 1950's and 1960's as characterized by President Kennedy's New Frontier, President Johnson's Great Society and the Civil Rights Movement. The legislation and Supreme Court decision that brought civil rights and equitable treatment to subordinate groups will be examined, as will the turbulence and confrontations that permeated society at all levels. This unit will also trace how the optimism and prosperity following WWII deteriorated in the subsequent decades as our involvement in Vietnam escalated from economic support to full military combat until Nixon's withdrawal of troops in 1973.

Primary Interdisciplinary Connections: *reading, writing, media literacy,*

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: To gain an understanding of the tumultuous domestic and foreign events that shaped American policy and society in the 1960s and 1970s.

Learning Targets

Standards:

NJSLS-SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

NJSLS-SS 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard

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

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

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.



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NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS-CLKS 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

SEL.PK-12.3 [Competency]- Social Awareness

SEL.PK-12.3 [Competency]- Responsible Decision-Making

Content Statements:

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.

Understand and use technology systems. Select and use applications effectively and productively.

Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.12.EconNE.12.a	Assess the impact of agricultural innovation on the world economy.
6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
6.1.12.HistoryCC.12.b	Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting



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	Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
6.1.12.GeoHE.13.a	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.EconNE.13.a	Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.
6.1.12.EconNE.13.b	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
6.1.12.HistoryCC.13.d	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
6.1.12.HistoryCC.12.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
6.1.12.HistoryCC.12.e:	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.



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6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.HistoryUP.13.a	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
RI.11-12.7.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
RI.11-12.9.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.1	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.
W.11-12.2.	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 claim(s), counterclaims, reasons, and evidence.
W.11-12.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
S.L.11-12.1.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Evidence of Learning

Summative Assessment: 1960s Newspaper Project

The 1960s were an incredibly tumultuous time - so many things were happening in the arena of: Foreign Policy, specifically, but not JUST, the Vietnam War; Domestic Policy - the Civil Rights Movement, the Space Race; culturally there were music festivals, protests on college campuses and horrifying assassinations.



It was a decade of extremes, of transformational change and bizarre contrasts: flower children and assassins, idealism and alienation, rebellion and backlash. For many in the massive post-World War II baby boom generation, it was both the best of times and the worst of times.

During the course of the Sixties, everything changed

You and your group will be responsible for telling us about EVERYTHING that happened in your assigned year (1960, '61, '62, '63, '64, '65, '66, '67, '68 or 1969) that helped to change American society in one way or another.

Each page must have **AT LEAST FIVE TOPICS**. You will create a newspaper-like story for each of the topics on your page. **Each** story should also include **graphics/photos/maps etc.**

***Additionally, your WikiPage MUST include AT LEAST ONE advertisement from actual commercial products from YOUR year.**

You MUST COVER:

1. **Vietnam** - What happened in regard to the war in "**your**" year? You can also include information about how people were affected by the war at home (protests, the draft etc).
2. **Civil Rights Movement** - What events happened during "your" year regarding Civil Rights? Was legislation passed? Were there riots (where? why?)? Did movements for civil rights fact other groups (Native Americans, Mexican Americans, LGBT, Women)
3. **Other Cold War Developments** - What was going on besides the War in Vietnam that was related to the Cold War (the Space Race, Hungary)
4. **Other Domestic Issues** - What was going on besides the Civil Rights Movement domestically? How were we as a society impacted by various assassinations occurring in the 60s?
5. **Cultural/Pop Culture Aspects** - What is happening in American society beyond the political realm? How are political/social developments reflected in the arts/media/ sports world? How was music affecting culture (Woodstock, Anti War songs)? What was the counterculture and how were they affecting American society during "your" year?

Equipment Needed: Laptops/Internet

Teacher Resources: Laptop, Internet

Formative Assessments:

- Vietnam DBQ
- Civil Rights Timeline and Wiki Pages
- Photo or Political Cartoon analysis
- Evaluation Questions
- Electronic Survey
- Blog answers and responses
- Then/Now Comparative Images of Pop Culture Icons
- Socratic Circle
- Slides for Powerpoint



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- Prioritized action list for the world community regarding Environmental Issues
- Skype conference with an expert in the field
- Social Issues Then and Now iMovie
- Hawk v. Dove Vietnam Comparison and Analysis Essay

Lesson Plans

Lesson	Time Frame
Lesson 1 Brown v the Board of Education	84 mins/2 days
Lesson 2 Montgomery Bus Boycott	126 min/3 days
Lesson 3 Other Civil Rights Movements	84 mins/2 days

Teacher Notes: This lesson sequence will cover the development of nonviolent civil disobedience of the 1950s and 60s to affect social change and its impact.

Curriculum Development Resources/Technology Resources:

<https://www.womenshistory.org/resources/general/montgomery-bus-boycott>

[choices.edu](https://www.choices.edu)

<https://sheg.stanford.edu/history-lessons>

<https://www.nlm.nih.gov/nativevoices/timeline/517.html>

<https://ufw.org/research/history/story-cesar-chavez/>

<https://www.nglcc.org/blog/lgbt-history-lavender-scare>



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Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** Brown v the Board of Education **Time Frame:** 84 mins/2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Art, Literature, Music

Integration of Technology:

Online learning communities such as OnCourse; Internet based research, Online discussion

Equipment Needed:

Laptops, Internet, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify aspects of school desegregation through analysis of Brown decision - Analyze video materials to gain perspective on current race relations	Lesson Sequence: - Brown v. Board of Education was actually a consolidation of cases from five jurisdictions. Form small groups of 5 - EACH person should read and summarize one of EACH of the following cases and share with each other in your group what the basis of each case was: - Brown v Board of Ed (Kansas) - Briggs v. Elliot (South Carolina) - Bulah v. Gebhart and Belton v. Gebhart (Delaware) - Davis v. Prince Edward County (Virginia) - Bolling v. Sharpe (District of Columbia)	Read the information, examine the cartoons and answer the questions. What do you think the immediate reaction to the Brown decision was? What is the reaction to the case based on the cartoons? Use the link below: http://americanhistory.si.edu/brown/history/6-legacy/de-liberate-speed.html



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- Groups will share and discuss gathered information. Why do you think Brown is listed first? Analyze aspects of the Supreme Court decision. Why was it important for it to be a unanimous decision? What other factors were considered in the arguments against segregation? What is the Clark Doll Study? What did it prove?

Differentiation:

Listen to Audio version of decision

Alternate Project: Drawing own political cartoon illustrating your opinion

Resources Provided:

<https://brownvboard.org/content/background-overview-summary>

<http://americanhistory.si.edu/brown/history/6-legacy/deliberate-speed.html>

<https://brownvboard.org/content/combined-brown-cases-1951-54>



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Lesson Plan 2 Template

Content Area: Social Studies **Lesson Title:** Montgomery Bus Boycott **Time Frame:** 84 min/2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Geography, Journalism

Integration of Technology:

Online learning communities such as OnCourse; Online discussion board, Internet based research

Equipment Needed:

Projector, laptop, Internet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the policy of segregation which existed in Alabama. - Analyze primary source documents - Analyze the impact of social unrest and inequality on economic development. - Analyze Dr. King's theory of non-violence to formulate opinion regarding its impact upon the Civil Rights Movement.	Lesson Sequence: - Read the following: http://www.archives.state.al.us/teacher/rights/lesson1/doc4.html What were the concerns and requests of the people of Montgomery? These items were presented to the Montgomery City Council in 1955 prior to the Montgomery Bus Boycott. What does that indicate about the boycott? - Now, read the following: http://www.archives.state.al.us/teacher/rights/lesson1/doc1.html Why was this law a concern for the African American population of Montgomery? What aspects would you have found the most troublesome? Discuss.	- Essential Question: How is the Montgomery Bus Boycott indicative of the nonviolent direct action of the Civil Rights Movement and what impact did it have on American society? - Summary: Nonviolent direct actions become the cornerstone of the Civil Rights Movement. List 3 things regarding the Montgomery Bus Boycott that had the most impact on Montgomery that would indicate the overall success of nonviolent direct actions. Discuss.



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- Teacher directed information regarding the events of the Boycott itself, view video clip. Discuss.

Differentiation:

Differentiation will be based on student choice of research subject and/or ability level of reading, writing and computer research skills.

Resources Provided:

- <http://www.archives.state.al.us/teacher/rights/lesson1/doc1.html>
- <http://www.archives.state.al.us/teacher/rights/lesson1/doc4>.

Lesson Plan 3 Template

Content Area: Social Studies **Lesson Title:** Other Civil Rights Movements **Time Frame:** 82 mins/2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

ELA, Journalism

Integration of Technology:

Collaborate in online learning communities such as OnCourse; Internet based research

Equipment Needed:

Laptops, Internet, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify various aspects of other groups' struggles for civil rights • Analyze information to draw comparisons and conclusions • Synthesize information to create opinion regarding the effectiveness and impact of the Civil Rights Movement on American society	Lesson Sequence: • You will gather information regarding the following subtopics to answer questions and discuss: Native Americans: ○ What is Pan-Indianism? Gather information regarding its formation, its goals, etc ○ What is The Red-Power	• Summary: Write a comparison essay summing up the newly acquired information and the traditional aspects of the Civil Rights Movement.



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	movement? What is its significance? ○ What Methods did they employ? What are fish-ins? Find information about the Trail of Broken Treaties, the Return to Wounded Knee and Leonard Peltier? Hispanic Americans: ○ Who is Cesar Chavez? What were his goals and what did he accomplish? ○ Who were the Brown Berets? Women: ○ What is feminism? What issues surrounded the women's liberation movement? ○ What is the E.R.A? What did women achieve through this movement? What issues are still significant today? Gay Rights: ○ What were the Stonewall Riots? Who were the people involved in the fight for gay and lesbian rights? What were their goals? What did they achieve? What issues are still significant today?	
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Differentiation:

Differentiation will be based on student choice of research subject and ability level of reading, writing and computer research skills.

Resources Provided:

<https://digilab.libs.uga.edu/exhibits/exhibits/show/civil-rights-digital-history-p/american-indian-movement>
<https://library.law.howard.edu/civilrightshistory/indigenous>



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<https://www.nationalgeographic.com/history/article/stonewall-uprising-ignited-modern-lgbtq-rights-movement>

<https://civilrights.org/2009/06/22/stonewall-riots-the-beginning-of-the-lgbt-movement/>

<https://www.chicano.ucla.edu/research/la-raza>

<https://nationalwomenshistoryalliance.org/history-of-the-womens-rights-movement/>



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies	Grade Level: 11	Course Title: 20 th Century and Beyond
Created: Mary Cokeing and Megan Randolph		Board Approved on:



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Unit Overview Template

Content Area: Social Studies **Grade Level:** 11 **Unit Title:** Passage to a New Century

Unit Summary:

This unit opens with the presidency and foreign policy of Richard Nixon through the Watergate Scandal and his resignation. It follows the policies of Presidents Ford, Carter, and Reagan to the end of the Cold War and the Age of the New Conservatism of the 1980's. It will continue into the 1990's and the new century when America faced uncertainty in the post-Cold War world as well as political, social, technological, economic and environmental issues at home while also facing an emerging global economy.

Primary Interdisciplinary Connections: Journalism, English, Environmental Science

21st Century Themes ☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ ICT Literacy
☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☑ Media Literacy

Unit Rationale: For the students to gain insight into the role of the government and issues shaping the Contemporary Era as we move further into the 21st century.

Learning Targets

Standards:

NJSLS-SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

NJSLS-SS 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard

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

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

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance



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understanding of presentations.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS-CLKS 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy

SEL.PK-12.3 - Social Awareness

SEL.PK-12.3- Responsible Decision-Making

Content Statements:

6.1: Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years. Differing views on government's role in social and economic issues led to greater partisanship in government decision making.

The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives. 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.

6.2: Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources. Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

6.3: Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. Analyze sources of prejudice and discrimination and propose solutions to eliminate them. Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world. Critically analyze information, make ethical judgments, and responsibly address controversial issues. Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

Understand and use technology systems. Select and use applications effectively and productively.

Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.

CPI#:

Cumulative Progress Indicator (CPI):

6.1.12.CivicsPR.15.a

Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.



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6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
6.1.12.EconNE.15.a	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
6.1.12.HistoryCC.15.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations
6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
6.1.12.HistorySE.15.a	Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
6.1.12.HistorySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.1.12.GeoHE16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
6.1.12.EconGE.16.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
6.1.12.EconNE.16.a	Make evidence-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
6.1.12.HistoryCC.16.b	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.



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6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
RI.11-12.1.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
RI.11-12.7.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
RI.11-12.9.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.1	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.
W.11-12.2.	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 claim(s), counterclaims, reasons, and evidence.
W.11-12.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
S.L.11-12.1.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.



Evidence of Learning

Summative Assessment: 5 days for in class research/10 out of class days to complete

Final Project: In my Life.....

Part I: The timeline -The objective of this timeline is to once again illustrate the causal relationship and continuous nature of history through a closer examination of events that have happened over the course of your lifetime.

To complete the timeline you will gather information for 100 timeline entries. Each entry must include a brief description/narration of the event AND its significance to American society – a small (3-4) sentence narration – not just one line. Your entries must be broken down as follows and fall under one of the following categories:

Personal Events (40) – This is your life. As the majority of you are 16-17 (or 18) you need slightly more than 2 events per year. These can be as simple as your birthday, to a major family vacation, birth of a sibling, loss of a tooth or even your first haircut. You may ask parents/grandparents for assistance as I'm sure they'll remember tons of these milestones.

Domestic Events (20) – These are domestic events of a political or governmental nature (as in elections, Don't ask don't Tell policy or the economy/bail out)

Foreign Policy Events (20) – These are events that have occurred in relation to our foreign policy – not simply events that happened in another country but events that had something to do with our relationship with another country.

Cultural Events (20) – These are non-political events that have impacted American society. They can be of a pop-culture nature (as in the phenomenon of the Jonas Brothers) or not (as in the Swine Flu epidemic or the invention of the iPhone).

Your events MUST be dispersed throughout your timeline – you cannot have your 20 domestic events all occurring in the period of 2 years, and your 20 cultural events occurring in the next 2 years. The visual component of the timeline is at your own discretion. You may create a scrapbook, a powerpoint presentation, a web-site, – A technology-based, creative display of your timeline is necessary. How creative is up to you, but taken into account upon grading. To achieve "Expert Status" you may create an IMovie. Additionally this year, I will be giving extra points for unique entries in all categories other than personal events to encourage you to share other information.

You MUST compile resources to create bibliography of research materials.

Part II: Reflection - the analysis. This part of your final project will be based on your analysis of all the information that you have compiled for your timeline.

The objective of this analytical essay is for you to analyze and explain the causal relationship and continuous nature of history through a closer examination of the events that you have selected for your lifetime. How have certain events impacted others? How are events connected? What personal connections can you make to your chosen events?

Your final typed paper should be at least 2, but not longer than 4 pages (size 12 font, Times New Roman, double spaced). As always, your paper should draw upon your research. Use examples from your research to substantiate your arguments and conclusions.

Equipment Needed: Internet, laptops

Teacher Resources: *See technology resources

Formative Assessments:



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- Quizzes, tests
- To Pardon or not to Pardon: Analysis of Gerald Ford's decision
- The Gulf War: pbs Frontline, War in ---Iraq <http://www.cnn.com/>
- 20th-Century Media DBQ
- CNN: The War on Terrorism
- "911"
- PBS "Health-Care in America
- Presidential Analysis - Legacy Project
- Final Project



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Lesson Plans

Lesson	Time Frame
Lesson 1 Census 2010	84 mins/2 days
Lesson 2 Scandal to Scandal	84 mins/2 days
Lesson 3 The Rise of Saddam Hussein and beyond	42 mins/1 day

Teacher Notes: This lesson sequence allows for development of critical analysis regarding the issues facing the United States as we move further into the 21st Century and the role of the government (specifically, the Office of the President) in facing such issues.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.census.gov

<http://www.washingtonpost.com/watergate>

<http://www.washingtonpost.com/wp-srv/national/longterm/irancontra/contra1.htm>

<http://www.washingtonpost.com/wp-srv/politics/special/clinton/clinton.htm>

http://www.pbs.org/newshour/bb/middle_east/iraq/war/player1.html



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Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** Census 2010 **Time Frame:** 84 min/2 days

Lesson Components

21st Century Themes

- ☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Math/Statistics, Geography, Civics

Integration of Technology:

Internet based research

Equipment Needed:

Laptop, Internet, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify facts and trends of 2010 Census - Compare and contrast with results from 2000 census - Analyze differences - Synthesize findings to create a visual representation of Census 2010	Lesson Sequence: - Use the Web sites to research the results of the 2010 Census. - What are some important facts and trends? - What significant changes took place in the U.S. during 2000-2010s? - What states increased the most in population? the least? - What changes took place in New Jersey? Your assigned state? - Present your findings in an organized wiki page.	- Research Check - Wiki Page or Prezi creation and organization - Oral Presentation
Differentiation: Students will choose a state for a research topic, as well as format for the final product.		



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Resources Provided:

U.S. Census Bureau <http://www.census.gov/> - Home page of the U.S. Census Bureau.

United States Census 2010 <http://www.census.gov/main/www/cen2000.html>

Census Bureau Web site detailing the state-by-state results of the 2010 census. Includes clickable maps providing regional data.



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Lesson Plan 2 Template

Content Area: Social Studies **Lesson Title:** Scandal to Scandal **Time Frame:** 84 mins/2 days

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Journalism

Integration of Technology:

Collaborate in online learning communities such as OnCourse; Web based research, Poll Everywhere, Online discussion board

Equipment Needed:

Laptop, Internet, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare and contrast various aspects of Watergate and Clinton Scandals • Analyze information to draw conclusions on severity and impact of scandals on the presidency.	Lesson Sequence: • Identify factual/chronological aspects of President Clinton's impeachment procedures • Analyze Articles of impeachment - compare to previous knowledge regarding Nixon and Reagan scandals • Identify Constitutional references of impeachment • Close: Online Discussion – In your opinion, was one scandal more serious than the other? Why/why not? What is overall impact the scandal had on the Office of the President?	• Group Writing - overall comparison of presidential scandals. • Online Discussion Board post - Which scandal is "worse" in your opinion? Explain.
Differentiation: Analyze a series of political cartoons and video clips to gather information pertaining to each presidential scandal.		



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Resources Provided:

<http://www.washingtonpost.com/wp-srv/politics/special/clinton/clinton.htm>
<http://www.washingtonpost.com/wp-srv/national/longterm/irancontra/contra1.htm>
<http://www.washingtonpost.com/watergate>

Lesson Plan 3 Template

Content Area: Social Studies **Lesson Title:** Saddam Hussein's Rise **Time Frame:** 42 min/1 day

Lesson Components

21st Century Themes

- ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Geography, Journalism

Integration of Technology:

Online learning communities such as OnCourse; Internet based research

Equipment Needed:

Laptops, Internet connection, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify various bio aspects of Saddam Hussein - Analyze texts/excerpts of his writing and “edicts” to determine his relationship with the U.S. - Draw conclusions regarding his positions and why he has them. - Analyze reasons for our entry into the Iraq War in 2003.	Lesson Sequence: - Use the websites below to find out more about Saddam Hussein's rise to power in Iraq. - How do his policies affect the people of Iraq? - What tactics did he use to become a dictator? - Why is he so often compared to Hitler? - Describe his present relationship with the United States.	- Students will write a 3 to 5 paragraph essay detailing the rise of Saddam Hussein as the leader of Iraq - Discussion - Was invasion in 2003 inevitable?



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Differentiation:

Create a short documentary explaining Saddam's rise to power and its implications for US foreign policy leading to the 2003 invasion of Iraq.

Resources Provided:

- Saddam Hussein: His Rise to Power http://news.bbc.co.uk/1/hi/world/middle_east/236486.stm (BBC Website detailing Saddam's political life.)
- Saddam Profile http://www.sun-sentinel.com/news/nationworld/iraq/sns-iraqprofile-hussein-lat_0,6855392.story?coll=sfla-home-utility (Profile originally published in 2003 in the Los Angeles Times prior to the launching of the U.S.-led war with Iraq.)
- Baghdad's Strongman <http://www.nytimes.com/1982/07/15/international/middleeast/15HUSS.html> (A 1982 New York Times profile of then-president of Iraq, Saddam Hussein, at a time when Iran was countering Saddam's invasion by launching its own invasion of Iraq.)



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	☒	☐	☐
Allow for student choice	☒	☐	☐
Provide scaffolding for acquiring targeted knowledge/skills	☒	☐	☐
Integrate global perspectives	☒	☐	☐
Integrate 21st century skills	☒	☐	☐
Provide opportunities for interdisciplinary connections and transfer of knowledge and skills	☒	☐	☐
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	☒	☐	☐
Are varied to address different student learning styles and preferences	☒	☐	☐
Are differentiated based on student needs	☒	☐	☐
Are student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process	☒	☐	☐
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	☒	☐	☐
Provide opportunities for student reflection and self- assessment	☒	☐	☐
Provide data to inform and adjust instruction to better meet the varying needs of learners	☒	☐	☐

Curriculum Design Template

Content Area: Social Studies **Grade Level:** 11 **Course Title:** 20th Century and Beyond

Created: Mary Cokeing and Megan Randolph

Board Approved on:



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS**

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension