

Pascack Valley Regional High School District

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: American Studies/Honors American Studies

Born on: August, 2014
Previous Revision: July, 2020
Current Revision: July, 2023

Board Approval: 8/28/23

COURSE DESCRIPTION: American Studies/Honors American Studies

American history is more than just names and dates; American literature is more than just a series of stories. American Studies seeks to integrate the two disciplines, bringing historical context to great American literature and infusing the study of American history with the richness and depth of great literature. By breaking down this traditional wall between the two courses, American Studies draws upon the latest in brain-based research; students learn more deeply when concepts are integrated and when they are able to find meaning. Students in this course will also explore the myriad connections to modern times, learning that the story of American history has not ended, but rather is still in progress, and in fact they are among the authors. While this course meets the state requirements for junior English and History CP and Honors levels, it has an entirely different focus. Rather than being linear, American Studies is thematic, teaching American history through literature, pop culture, music, art, and historical documents. Through a variety of web-based resources, as well as multiple software programs, students will construct their own understanding of American history and literature and synthesize that understanding in a variety of alternative technology-centered and problem-based activities and assessments. One of the primary skills that will be taught in this course will be research. Students will work on substantial individual or small group research projects on related topics, giving them further opportunities to develop their writing, analytical, and presentation skills. Perhaps the most unique facet of American Studies is the collaboration between the English and History departments, where members of both departments will work together on a daily basis and “team teach” the subject matter in a challenging and collegial environment. Instead of relying on a traditional textbook, American Studies will expose students to a variety of “voices” often ignored in standard courses through the use of primary source documents. Lastly, students will receive frequent PARCC and SAT/ACT prep and vocabulary instruction through daily activities seamlessly integrated into the historical and literary topics.

Students who qualify and take the course at the honors level will be expected to demonstrate advanced proficiency in specific skills. Honors students will be asked to complete independent and accelerated work and perform additional tasks as determined by a given rubric. Examples of independent or accelerated work may include additional and/or more rigorous reading assignments, additional presentation opportunities, and expectations of scholarly levels of analytical writing. Texts and/or assignments required for honors classes are **noted in bold**.

Amistad/Holocaust/LGBTQ+/Climate Change/AAPI/DEI Connections

Amistad Connection:

In Unit 1, The Emergence of Modern America, students will learn about the discrimination of African Americans in the workplace and in organized labor, as well as their contributions to the Industrial Revolution. They will study the opposing philosophies of Booker T. Washington and W.E.B. DuBois. In Unit 2, World War I, students will learn about the segregation of the U.S. military and the contributions of black soldiers, despite that segregation. They will learn about the Great Migration, as well. In Unit 3, The Roaring 20s, students will learn about the Harlem Renaissance and the contributions to American culture by African Americans. In Unit 4, The Great Depression, students will learn about the impact of the depression on African Americans, FDR's "black cabinet" and the mass exodus of black voters to the Democratic Party. In Unit 5, World War II, students will learn about the contributions of African American soldiers, their experience, and how it paved the way for the Civil Rights Movement. In Unit 6, the Cold War, students will learn about the effects of anticommunist sentiment on the African American community. In Unit 7, Civil Rights and Social Change, students will learn about the experience of individual African Americans and the community throughout the Civil Rights Movement.

Holocaust Connections:

In Unit 1, The Emergence of Modern America, students will learn about the discrimination Jewish immigrants faced in the United States. In Unit 3, The Roaring 20s, students will learn about the discrimination Jewish Americans faced during the 1920s. In Unit 5, World War II, students will learn about the horrors of the Holocaust and the American response to Jewish refugees citing rising anti-Semitism in the State Department and the ultimate creation of the War Refugees Board.

LGBT/Disabilities:

Curriculum shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place as part of the district's implementation of the New Jersey Student Learning Standards. The contributions of people whom we may now identify as LGBTQ+ and persons with disabilities are integral and central to how we conceptualize our national history. The course will pick up with the reform movements of the 19th century that attempted to continue persecution of people in the lgbtq+ communities. The industrialization of the nation led to movement to cities and different groups began creating their own spaces in these cities. However, the eugenics movement and sterilization produced a model that would limit the lives of LGBTQ+ and persons with disabilities and rendered them medically inferior, legally unequal, morally suspect, socially outcast, with no right to reproduce. There was a new sexual freedom of the 1920s which marked a significant LGBTQ+ nightlife that flourished in American cities. Some highlighted stories in US II could include the activism of Jane Addams and her partner Mary Rozet Smith, Harry Hay and the founding of the Mattachine Society,

George Takei and the Internment Camp experience, Marsha P. Johnson and the early Gay Liberation Movement/Stonewall Riots, the political election of Harvey Milk, James Baldwin as an activist and writer, and Billie Jean King as a leader in athletics, among others. The course will document activism within the LGBTQ+ movement citing an end to sodomy laws, the rise and fall of the *Don't Ask Don't Tell* policy in the military, and the ultimate Obergefell v. Hodges Supreme Court decision that legalized gay marriage. Pertaining to connecting the course with peoples of disabilities, USII will cite the contributions of individuals including with learning disabilities like Thomas Edison and Walt Disney, and individuals with physical disabilities like Helen Keller and Franklin Roosevelt. The course will also look at the response to people with disabilities including the eugenics movement (Buck vs. Bell court case) and the American with Disabilities Act (1990).

Climate Change:

The climate change connection in US I1 will explore the environmental impacts of the mechanization of agriculture, the conservation movement, the environmental movement that was catalyzed in the 1970s, and global warming in the 20th century. The course begins through an examination of the degradation of much of the American landscape through aggressive industrial revolution that sought to extract materials at an expedited pace from the land. The course will look at the impact of decades of mechanized agriculture with the advent of the conservation movement in the early 20th century and the environmental impact on land destruction with the 1930s Dust Bowl. New Deal policies learned about will examine the growth of programs like the TVA and the CCC, both which sought to address the American landscape, transform irrigation in flooded areas, and conserve land. In a heightened era of awareness of environmental issues, the course will look at the causes and effects of the creation of such legislation as the Environmental Protection Act and the Endangered Species Act. Finally, in the modern day, students will look at the government's response to global warming and how rising temperatures have altered landscapes, impacted communities, and altered immigration patterns.

Asian Americans & Pacific Islanders:

The AAPI experience in the United States extends into the 20th century. The story of AAPI individuals is interwoven into the broader history of the United States and can be further seen in the story of immigrants to the United States. The immigrant experience of Asian Americans and Pacific Islanders contributed greatly to the diversity of American culture; however, there are many instances of racial discrimination against these people, leading to political and social segregation. The curriculum incorporates laws passed to oppose AAPI people throughout the 20th century, looking at the 1920s quota system, Japanese Internment Camps and a later reversal of immigration restrictions with the Immigration Act of 1965. The Civil Rights unit will look at progressive reform movements that sought to benefit Asian Americans, such as the farm working initiatives of AWOC in California in the 1960s. The curriculum includes the history and contributions of Asian Americans and Pacific Islanders on the state and national levels. AAPI includes individuals who immigrated to the United States and who have impacted the country's politics, demography, economy, and culture. The contributions of people who identify as AAPI are central to how we conceptualize our national history.

Diversity, Equity, and Inclusion (DEI):

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, and/or political perspective. Populations that have been, and remain, underrepresented among practitioners in the field and marginalized in the broader society. For example: Unit I - women and Chinese immigrants, Unit II - black soldiers in America, and Unit IV - Dust Bowl

migrants. Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. To that end, this can be achieved through consideration of diverse histories, experiences and perspectives that promote the dignity and respect of all individuals. This can be seen through the lenses of the Amistad Connection, Holocaust Connections, LGBT/Disabilities, and AAPI, as well as other underrepresented groups in our nations history. These resources and experiences are listed throughout this curriculum.

Accommodations and Modifications: Each unit has examples of possible accommodations/modifications. Charts of accommodations/ modifications are found at the end of the document.

QSAC Information

Unit I - College Essay: Introducing the idea of a personal essay to the juniors.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 1 Week</p> <p>Content Statement: Students will analyze personal statement questions and responses and also write their own original works for college essays and personal use.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> What strategies are implemented to 	<p>Key learning items/concepts:</p> <ul style="list-style-type: none"> Students will understand the format for an effective college essay. Students will understand the importance and use voice within a personal essay. Students will understand the significance of the opening of their personal essays. 	<p>Proficiencies:</p> <ul style="list-style-type: none"> Students will compose a rough draft, participate in teacher-student conferences, and improve their essays through self and/or peer editing. <p>Skills:</p> <ul style="list-style-type: none"> Students will gather college essay prompts from either their respective colleges' applications or from the Common Application. Students will analyze models and effective strategies 	<p>RL.11-12.4 RL.11-12.5 RL.11-12.6 W.11-12.3a-e, W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 L.11-12.1a-b L.11-12.2a-b</p>	<ul style="list-style-type: none"> Students will be evaluated on their class participation in college essay analysis and through class discussions and online class posting. Turn in a personal writing sample whether it be used for college applications or other future-use. 	<p>Selection of Primary Sources (Suggestions)</p> <ul style="list-style-type: none"> Previous examples of successful college essays

<p>create an effective college essay?</p> <ul style="list-style-type: none"> How can one use an effective and unique voice when writing a college essay? 	<ul style="list-style-type: none"> Students will understand the revision process and its impact on their final draft. 				
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Ongoing Unit – Standardized Test Prep and Vocabulary: Students will study SAT style vocabulary to improve language skills and practice for standardized tests, including SAT, ACT, and PARCC Exams.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Time: This unit will be conducted weekly throughout the duration of the course</p> <p>Content Statement: Vocabulary to improve language and test skills.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does increase vocabulary impact close reading skills? Writing skills? What strategies are needed for effective testing taking skills? 	<p>Key learning items/concepts:</p> <ul style="list-style-type: none"> Students will practice using new vocabulary in a variety of settings. Students will incorporate various test taking strategies for the SAT, ACT, and PARCC exams. 	<p>Proficiencies:</p> <ul style="list-style-type: none"> Recognize and use new vocabulary words appropriately in tests and in everyday settings. Apply knowledge of language and test taking strategies to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>Skills:</p> <ul style="list-style-type: none"> Proper use of context clues. Recognition of root words. 	<p>RL.11-12.4 RI.11-12.4 W.11-12.2d W.11-12.3d L.11-12.1</p> <p>L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.6</p>	<ul style="list-style-type: none"> Weekly vocabulary assessments including traditional quizzes and various creative assignments. Practice standardized tests for SAT, ACT, and PARCC. 	<p>Selection of primary sources</p> <p><i>Suggestion(s):</i></p> <ul style="list-style-type: none"> SAT, ACT, and PARCC practice tests Class readings Independent readings Various vocabulary online sources

		<ul style="list-style-type: none"> Effectively use standardized test taking strategies. 			
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Unit III - The American Dream: Industrialization/Urbanization/Progressive Movement (1880 – 1910s)

Skills: Compare/contrast findings presented in the text; integrate technology into the curriculum

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 2 weeks</p> <p>Content Statement: Explore the creation and development of the American Dream.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How was the immigrant experience influenced by the American Dream? 	<p>Key learning items/concepts:</p> <ul style="list-style-type: none"> Evaluate <i>The Jungle</i> in terms of certain literary elements, including setting, speaking voice, plot, character, symbols, and theme. Relate themes from the literature to trends of Industrialization, Urbanization, and Progressivism through writing and class discussion. Develop sensitivity to the troubles and 	<ul style="list-style-type: none"> Reading assigned texts including both fiction and non-fiction Student-centered problem-based research oriented activities Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools Large and small group discussions led by both teacher and student leaders Listening to recordings of popular music of the time period, speeches, and literary readings 	<p>RL. 11-12.1,4-6 RL. 11-12.2-3 RL. 11-12.9-10 RI.11-12.1-3 RI.11-12.4-6 RI.11-12.8-9 W.11-12.1a-b W.11-12.7 W.11-12.9a-b SL.11-12.3 L.11-12.1a-b L.12-12.4a-b</p> <p>WHST. 9-10.1 WHST. 9.10.1b WHST. 9.10.7 WHST. 9.10.10 WHST. 11-12-1 WHST.11.12.1d WHST.11.12.1e</p>	<ul style="list-style-type: none"> Muckraker Impact Research based project – Students will explore the impact of <i>The Jungle</i> and other muckraking journalists on government and society. Tests and quizzes S Oral presentations S Class participation F Homework D Writing assignments F 	<p>Selection of primary sources <i>Suggestion(s):</i></p> <ul style="list-style-type: none"> Horatio Alger’s “Ragged Dick” Carl Sandburg: “Chicago,” “Halsted St.,” “Cool Tombs,” “Happiness.” Immigration Literature/Poetry Jane Addams primary sources <i>The Jungle</i> by Upton Sinclair Minority stories – Asian Railroad Workers, etc.

<ul style="list-style-type: none"> • How did the US government respond to the social issues during the immigration period? • How did the rise of pop culture in the forms of sports, entertainment, and amusement parks impact American society? • How has the American Dream evolved from this initial era? 	<p>challenges immigrant workers faced.</p> <ul style="list-style-type: none"> • Become proficient in a variety of computer-based writing and research activities exploring the impact of muckrakers on government and society. • Distinguish fact from opinion through the analysis of historical political cartoons. • Display the ability to read and critically evaluate sophisticated material, including fiction and nonfiction. • Analyze audio and visual components relevant to Industrialization, Urbanization, and Progressivism. • Compare and contrast the current immigrant issues and struggles to those of the late 1800s and early 1900s. • Understand how capitalism and 	<ul style="list-style-type: none"> • Viewing historical film footage as well as movies focusing on the time period • Analyzing art, fashion, and other forms of popular culture of the time period • Reading aloud selected texts • Answering, through writing and discussion, selected questions and activities focusing on the themes and time period • Completing assigned vocabulary activities • Presenting oral presentations through multimedia approaches • Jigsaw and other cooperative learning activities <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers</p>	<p>WHST.11.12.6 WHST.11.12.8</p> <p>6.1.12.CivicsDP.5 6.1.12.CivicsDP.5.a 6.1.12.EconEM.5.a 6.1.12.GeoHE.5.a 6.1.12.GeoPP.5.a 6.1.12.EconEM.5.a 6.1.12.HistoryNM.5.a 6.1.12.HistoryNM.5.b 6.1.12.HistoryCC.5.a 6.1.12.HistoryUP.5.a 6.1.12.HistoryCA.5.a 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a 6.1.12.GeoGM.6.a 6.1.12.EconEM.6.a 6.1.12.HistoryCC.6.b 6.1.12.HistoryCC.6.c 6.1.12.HistoryCC.6.d 6.1.12.HistoryCA.6.a 6.1.12.HistorySE.14.a</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1:</p> <p>ELA RH.11-12.7, RH.11-12.1 , RH.11-12.6, WHST.11-12.4</p> <p>Interdisciplinary:</p>	<ul style="list-style-type: none"> • Group activities F 	<ul style="list-style-type: none"> • Triangle Shirtwaist Factory Fire Reports • Rise of Popular Urban Culture – <i>Amusing the Millions</i> (excerpts) • Political Cartoons • *Contemporary Connection: Compare early Immigration conditions/issues with current Immigration conditions/issues • *Music/Pop Culture/Art of the time period
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	<p>corporations reshaped the American way of life.</p> <ul style="list-style-type: none"> ● Evaluate how government responded to the rise of corporations. ● Investigate the impact of technology and new forms of organizations on the country. ● Explore how Industrialization and Urbanization impacted minorities, women, and children. ● Understand the impact of "political machines" in the cities. ● Understand the motives and methods of Progressive reformers. ● Examine the rise of popular culture in the forms of sports, entertainment, and amusement parks. 	<p>Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents</p>	<p>Language Arts: (1) Write a 2-page argument regarding the legacy of the Captains of Industry/Robber Barons. (2) Deliver a presentation about the Progressive Era. Math: Analyze the number of immigrants coming into the United States in the late 19th/early 20th century.</p> <p>ELA NJSLSA.R1 NJSLSA.R2 NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6</p>		
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			HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8: Computer Science 8.1.12.DA.5		
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Unit IV - The Assertion of American Power (1890 – 1910s)

Skills: Compare point of view of two or more authors; identify and support primary sources

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
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<p>Time: 1 week</p> <p>Content Statement: Discovering the creation of American diplomacy.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How did the new American imperialism manifest itself in the late 19th and early 20th centuries? How are the following people and references significant to the new American imperialism: yellow journalism, the U.S.S. Maine, the Treaty of Paris, the Open Door policy, the Panama Canal, the Roosevelt Corollary, Matthew C. Perry, "missionary diplomacy"? 	<p>Key learning items/concepts:</p> <ul style="list-style-type: none"> Understand the stylistic techniques and approaches used in Yellow Journalism. Examine Mark Twain's criticism of imperialism within the United States. Understand the influence of Christianity on American foreign policy and viewpoints of foreign citizens. Understand the "larger than life" characteristics of Theodore Roosevelt. Understand the new American imperialism and how it manifested itself in the late 19th and early 20th centuries. Explain how the following people and references are significant: yellow journalism, the U.S.S. Maine, the Treaty of Paris, the Open Door policy, the Panama Canal, 	<ul style="list-style-type: none"> Reading assigned texts including both fiction and non-fiction Student-centered problem-based research oriented activities Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools Large and small group discussions led by both teacher and student leaders Listening to recordings of popular music of the time period, speeches, and literary readings Viewing historical film footage as well as movies focusing on the time period Analyzing art, fashion, and other forms of popular culture of the time period Reading aloud selected texts Answering, through writing and discussion, selected questions and activities focusing on the themes and time period Completing assigned vocabulary activities 	<p>RL. 11-12.1,4 RI.11-12.1-3 RI.11-12.7-8 RI.11-12.10 W.11-12.2a-c W.11-12.8 W.11-12.10 SL.11-12.1a-d SL.11-12.3 L.11-12.2a-b L.12-12.3 L.12-12.4c-d</p> <p>WHST. 9-10.1 WHST. 9-10.1a WHST. 9.10.1b WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.4 WHST. 11-12-1 WHST.11.12.1d WHST.11.12.1e WHST.11.12.6 WHST.11.12.8</p> <p>6.1.12.CivicsDP.7.a 6.1.12.EconNM.7.a 6.1.12.HistoryCC.7.a 6.1.12.HistoryCA.7.a 6.1.12.HistoryCA.7.b 6.1.12.HistoryCA.7.c 6.1.12.HistoryUP.7.a</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1:</p>	<ul style="list-style-type: none"> Yellow Journalist Role Play - Using Pages, write newspaper articles in the style of Yellow Journalism. Find modern examples of Yellow Journalism Tests and quizzes S Oral presentations S Class participation F Homework F Writing assignments F Group activities S Student based projects S 	<p>Selection of primary sources <i>Suggestion(s):</i></p> <ul style="list-style-type: none"> T. Roosevelt – <i>The Roughriders</i> (excerpts) <i>Our Country</i> by Josiah Strong (excerpts) Yellow Journalism – Pulitzer and Hearst Critics of American Imperialism – Twain and Addams Political Cartoons *Contemporary Connection: Iraq War *Music/Pop Culture/Art of the time period
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	<p>the Roosevelt Corollary, Matthew C. Perry, "missionary diplomacy."</p> <ul style="list-style-type: none"> ● Relate and rationalize the theories for territorial expansion. ● Discuss the causes/effects of the Spanish-American War. ● Discuss the causes/effects of the United States' involvement with Spain, Hawaii, and American Samoa. ● Label selected sites associated with overseas expansion. 	<ul style="list-style-type: none"> ● Presenting oral presentations through multimedia approaches ● Jigsaw and other cooperative learning activities <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes</p>	<p>ELA RH.11-12.8, RH.11-12.9, WHST.11-12.4</p> <p>Interdisciplinary: Language Arts: Write a 5-paragraph informative essay regarding the reasons for America's entry into World War I. Math: Analyze the economic impact of World War I.</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1:</p> <p>ELA RH.11-12.7, RH.11-12.1 , RH.11-12.6, WHST.11-12.4</p> <p>Interdisciplinary: Language Arts: (1) Write a 2-page argument regarding the legacy of the Captains of the Industry/Robber</p>		
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		<p>Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	<p>Barons. (2) Deliver a presentation about the Progressive Era. Math: Analyze the number of immigrants coming into the United States in the late 19th/early 20th century.</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a</p>		
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			<p>1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p>		
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Unit V - Intervention and Isolation (1910s – 1929)

Skills: Create an argumentative claim; produce clear and coherent writing; use domain specific vocabulary in reading and writing

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 5 to 6 weeks</p> <p>Content Statement:</p>	<p>Key learning items/concepts:</p> <ul style="list-style-type: none"> Discuss the causes/effects of the 	<ul style="list-style-type: none"> Reading assigned texts including both fiction and non-fiction 	<p>RL. 11-12.1,4 RL. 11-12.2-3 RL. 11-12.9-10 RI.11-12.7-9 W.11-12.1c-e</p>	<ul style="list-style-type: none"> Gatsby and the American Dream paper – Connection between Gatsby 	<p>Selection of primary sources <i>Suggestion(s):</i></p>

<p>Analyze the moral and ethical conflicts which individuals faced during WWI and the 1920s.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How and why do the forces of intolerance, nativism, racism, and religious fundamentalism emerge after WWI? • What moral and ethical conflicts did individuals face during WWI and in the 1920s? • What long term and immediate effects did the country face during WWI? 	<p>United States' participation in World War I.</p> <ul style="list-style-type: none"> • Describe the role of the U.S. during World War I prior to its involvement. • Articulate the issues surrounding U.S. involvement in World War I. • Understand the long-term and immediate causes of World War I and of the United States' entering the war in 1917. • Examine how American society changed as a result of World War I. • Understand how Wilson's support for the League of Nations impeded the Senate's support of the Treaty of Versailles. • Understand the impact of WWI on various authors and the influence within their writings. • Understand how and why the forces of intolerance, nativism, racism, 	<ul style="list-style-type: none"> • Student-centered problem-based research oriented activities • Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools • Large and small group discussions led by both teacher and student leaders • Listening to recordings of popular music of the time period, speeches, and literary readings • Viewing historical film footage as well as movies focusing on the time period • Analyzing art, fashion, and other forms of popular culture of the time period • Reading aloud selected texts • Answering, through writing and discussion, selected questions and activities focusing on the themes and time period • Completing assigned vocabulary activities • Presenting oral presentations through multimedia approaches 	<p>W.11-12.4-5 W.11-12.9a-b SL.11-12.2 L.12-12.3a L.12-12.5a-b</p> <p>WHST. 9-10.1 WHST. 9-10.1a WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.4 WHST. 11-12-1 WHST.11.12.1d WHST.11.12.1e WHST.11.12.8 WHST.11.12.2e</p> <p>6.1.12.CivicsHR.8.a 6.1.12.GeoHE.8.a 6.1.12.EconET.8.a 6.1.12.EconNM.8.a 6.1.12.HistoryCC.8.a 6.1.12.History CC.8.b 6.1.12.HistoryCC.8.c 6.1.12.HistorySE.14.a</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1:</p> <p>ELA RH.11-12.1, RH.11-12.2, RH.11-12.3 , RH.11-12.6, RH.11-12.8</p> <p>WHST.11-12.2 a-e, WHST.11-12.9</p>	<p>and the American Dream</p> <ul style="list-style-type: none"> • Tests and quizzes S • Oral presentations S • Class participation F • Homework F • Writing assignments S • Group activities F • Student based projects S 	<ul style="list-style-type: none"> • Hemingway – WWI (excerpts and short stories) • <i>All Quiet on the Western Front</i> by Erich Maria Remarque (excerpts) • Wilfred Owen and other assorted WWI Poets • WWI Propaganda images, • <i>The Great Gatsby</i> by F. Scott Fitzgerald • <i>The Bread Givers</i> (excerpts) by Anzia Yeziarska • Willa Cather/Stanton – Women’s Suffrage (<i>Iron Jawed Angels</i> – view film) • Harlem Renaissance/Jazz Movement • Ken Burn’s <i>Jazz</i> Documentary • Political Cartoons • *Contemporary Connection: Nativism/Anti-radical sentiment/Consumerism/ Materialism/Celebrity Culture (<i>Access Hollywood</i> segment)/Scope’s Trial and Fundamentalism
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	<p>and religious fundamentalism emerged after WWI.</p> <ul style="list-style-type: none"> Gain insights to the moral and ethical conflicts which individuals must faced in the 1920s through the study of <i>The Great Gatsby</i> and <i>The Bread Giver</i>. Examine the change in the status and qualities of the tragic hero and protagonist within <i>The Great Gatsby</i>. Explore the connections between Jay Gatsby and the American Dream. Compare and contrast the lifestyles and moral decisions between the protagonists in <i>The Great Gatsby</i> and <i>The Bread Giver</i>. Understand the historical forces which influenced the foundation of the Harlem Renaissance, as well as the themes and literary styles of the poetry, 	<ul style="list-style-type: none"> Jigsaw and other cooperative learning activities <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented:</p>	<p>Interdisciplinary: Language Arts: Write a one-paragraph response regarding America’s attempt at isolationism in the 1920s.</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1:</p> <p>ELA RH.11-12.7, RH.11-12.1 , RH.11-12.6, WHST.11-12.4</p> <p>Interdisciplinary: Language Arts: (1) Write a 2-page argument regarding the legacy of the Captains of Industry/Robber Barons. (2) Deliver a presentation about the Progressive Era. Math: Analyze the number of immigrants coming into the United States in the late 19th/early 20th century.</p>		<p>(evolution in textbooks currently)</p> <ul style="list-style-type: none"> *Music/Pop Culture/Art of the time period
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	<p>music, art, and literature.</p> <ul style="list-style-type: none"> • Explore the emergence of jazz music as a form of music and cultural touchstone. 	<p>Vary level of reading and primary source documents</p>	<p>ELA NJSLSA.R1 NJSLSA.R2 NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills</p>		
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			9.4.12.IML.2 9.4.12.IML.8: Computer Science 8.1.12.DA.5		
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Unit VI - The American Dream: Lost and Found (1929 – 1939)

Skills: Gather relevant information from multiple sources for research; integrate technology into curriculum; presentation and public speaking

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 4 weeks</p> <p>Content Statement: Examine the impact of the Great Depression on individuals within society.</p>	<p>Key learning items/concepts:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Examine the impact of the Great Depression on 	<ul style="list-style-type: none"> Reading assigned texts including both fiction and non-fiction Student-centered problem-based research oriented activities Problem-based classroom activities and projects 	RL. 11-12.1,4-6 RL. 11-12.2-3 RI.11-12.4-6 RI.11-12.10 W.11-12.2d-f W.11-12.7 W.11-12.10 SL.11-12.1a-d	<ul style="list-style-type: none"> Research New Deal program that is still in existence today Analyze FDR’s Fireside Chats and create your 	Selection of primary sources <i>Suggestion(s):</i> <ul style="list-style-type: none"> Steinbeck – (excerpts from <i>The Grapes of Wrath</i>)

<p>Essential Question:</p> <ul style="list-style-type: none"> ● How did the Great Depression impact individuals within society? ● How did pop culture offer the idea of escapism from the drudgery of everyday life? ● How did FDR's policies shape the recovery during the depression? 	<p>individuals within society.</p> <ul style="list-style-type: none"> ● Explore the struggles of minorities during the Great Depression. ● Understand how John Steinbeck became a leading figure in exposing the daily issues of ordinary citizens. ● Understand Steinbeck's use of language, symbolism, and dialect to capture individuals during the Great Depression. ● Explain how popular culture offered "escapism" from the drudgery of daily life. ● Understand the economic weaknesses in America and how Black Tuesday happened. ● Explain how Herbert Hoover and Franklin Roosevelt responded differently to the challenges 	<p>using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools</p> <ul style="list-style-type: none"> ● Large and small group discussions led by both teacher and student leaders ● Listening to recordings of popular music of the time period, speeches, and literary readings ● Viewing historical film footage as well as movies focusing on the time period ● Analyzing art, fashion, and other forms of popular culture of the time period ● Reading aloud selected texts ● Answering, through writing and discussion, selected questions and activities focusing on the themes and time period ● Completing assigned vocabulary activities ● Presenting oral presentations through multimedia approaches ● Jigsaw and other cooperative learning activities <p>Differentiation for Diverse Learners/</p>	<p>L.12-12.6</p> <p>WHST. 9-10.1 WHST. 9-10.1a WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.4 WHST. 11-12-1 WHST.11.12.1d WHST.11.12.1e WHST.11.12.8 WHST.11.12.2e WHST.11.12.4</p> <p>6.1.12.GeoHE.9.a 6.1.12.EconNE.9.a 6.1.12.EconNE.9.b 6.1.12.EconNE.9.c 6.1.12.EconNE.9.d 6.1.12.A.9.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryUP.9.a 6.1.12.HistorySE.14.a</p> <p>6.1.12.CivicsPR.10.a 6.1.12.CivicsPR.10.b 6.1.12.GeoHE.10.a 6.1.12.EconEM.10.a 6.1.12.EconoNM.10.a 6.1.12.EconoNM.10.b 6.1.12.HistoryCA.9.a 6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.10.b 6.1.12.HistoryCA.10.c 6.1.12.HistoryUP.9.a 6.1.12.HistoryUP.9.a 6.1.12.HistorySE.14.a</p>	<p>own for modern day</p> <ul style="list-style-type: none"> ● Tests and quizzes S ● Oral presentations S ● Class participation F ● Homework ● Writing assignments F ● Group activities F ● Student based projects S 	<ul style="list-style-type: none"> ● Richard Wright – <i>Native Son</i> (excerpts) ● <i>All the King's Men</i> by Robert Penn Warren ● Great Depression/New Deal primary sources ● Radio Shows: <i>The Shadow</i>, <i>War of the Worlds</i> ● View modern films such as <i>Seabiscuit</i> and <i>Cradle Will Rock</i>, as well as other period films of the 30s ● Political Cartoons ● *Contemporary Connection: Modern dismantling of the New Deal ● *Music/Pop Culture/Art of the time period
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	<p>presented in their presidencies.</p> <ul style="list-style-type: none"> ● Explain what the New Deal was and identify the various programs designed to help the people and reform the economy. ● Debate whether or not FDR and the New Deal saved capitalism. ● Describe what happened to the people in the Dust Bowl. ● Evaluate the long term impact of Franklin Delano Roosevelt on the nature of government. ● Examine the significance of the following people and terms: Prohibition and bootlegging, the Jazz Age, flappers, Charles Lindbergh, "buying on margin," Hoovervilles, radio, "Okies," Eleanor Roosevelt, unions, the "alphabet soup" programs. 	<p>Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents</p>	<p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1:</p> <p>ELA RH.11-12.1, RH.11-12.3, RH.11-12.6, WHST.11-12.2 a-e</p> <p>WHST.11-12.8, WHST.11-12.9</p> <p>Interdisciplinary: Language Arts: Write a 2-3 page essay regarding the causes of the Great Depression. Math: Analyze the economic impact of the stock market crash and the ensuing Great Depression.</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1:</p> <p>ELA RH.11-12.7, RH.11-12.1, RH.11-12.6, WHST.11-12.4</p>		
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			<p>Interdisciplinary: Language Arts: (1) Write a 2-page argument regarding the legacy of the Captains of Industry/Robber Barons. (2) Deliver a presentation about the Progressive Era. Math: Analyze the number of immigrants coming into the United States in the late 19th/early 20th century.</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science</p>		
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Unit VII - War and Sacrifice (1939 – 1945)

Skills: Develop organizational skills in writing through revision; gather relevant information from multiple sources for research

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSL	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 6 to 7 weeks</p> <p>Content Statement: Exploring the government structures leading up to and during WWII.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> ● How did the world economic conditions influence the rise of fascist dictators? ● Why did the US remain neutral while fascism grew? ● How did America successfully 	<p>Key learning items/concepts:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Evaluate world economic conditions as an explanation for why fascist dictators rose to power in Europe. ● Discuss the American rationale for attempting to remain neutral as fascism grew. ● Assess the weaknesses of the European democracies in 	<ul style="list-style-type: none"> ● Reading assigned texts including both fiction and non-fiction ● Student-centered problem-based research oriented activities ● Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools ● Large and small group discussions led by both teacher and student leaders ● Listening to recordings of popular music of the time period, speeches, and literary readings ● Viewing historical film footage as well as movies focusing on the time period 	<p>RL. 11-12.1,4 RL. 11-12.2-3 RI.11-12.1-3 RI.11-12.10 W.11-12.1a-b W.11-12.9a-b SL.11-12.1a-d SL.11-12.3</p> <p>WHST. 9-10.1 WHST. 9-10.1a WHST. 9-10.1b WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.4 WHST. 9-10.2b WHST. 11-12-1 WHST.11.12.1d WHST.11.12.1e WHST.11.12.8 WHST.11.12.2e WHST.11.12.4 WHST.11.12.9</p>	<ul style="list-style-type: none"> ● Using Pages, create your own journalist account of a WWII Battle for a newspaper article ● A diary of life on the homefront ● Research America’s involvement in the Holocaust ● Tests and quizzes S ● Oral presentations S ● Class participation F ● Homework ● Writing assignments S ● Group activities F 	<p>Selection of primary sources <i>Suggestion(s):</i></p> <ul style="list-style-type: none"> ● <i>Band of Brothers</i> by Stephen Ambrose (excerpts) – view episodes of series ● WWII Propaganda ● Women’s war time effort in the US ● View attack scene in <i>Pearl Harbor</i> ● View <i>Tuskegee Airmen</i> – Literature about T Airmen ● Field trip to FDR National Historical Site in Park, NY ● Japanese Interment Camps – excerpts from <i>Falling on Cedars</i> by Dave Guterson ● <i>The Plot Against America</i> by Phillip Roth ● <i>Hiroshima</i> by John Hershey (excerpts) ● <i>The Greatest Generation</i> by Tom Brokaw (e ● <i>The Holocaust: Deceit and Indifference (PBS documentary)</i> ● Political Cartoons ● *Contemporary Connection: Compare WW soldier’s story with Iraq soldier’s story ● *Music/Pop Culture/Art of the time period

<p>manage multiple theaters spanning the globe during WWII?</p> <ul style="list-style-type: none"> • What moral and social issues surrounding the decision to drop the atomic bomb? • How did the American perspective of the Holocaust from the standpoints of individuals, organizations, and government players influence US Foreign Policy post WWII? 	<p>the face of the fascist onslaught.</p> <ul style="list-style-type: none"> • Describe the important battles of World War II. • Decipher Ambrose’s literary and research techniques. • Evaluate the effectiveness and techniques of wartime propaganda. • Assess the contributions of many diverse groups of Americans through the study of literature and primary documents. • Describe the personal leadership abilities and important decisions made in wartime by President Roosevelt. • Discuss the justification of 	<ul style="list-style-type: none"> • Analyzing art, fashion, and other forms of popular culture of the time period • Reading aloud selected texts • Answering, through writing and discussion, selected questions and activities focusing on the themes and time period • Completing assigned vocabulary activities • Presenting oral presentations through multimedia approaches • Jigsaw and other cooperative learning activities <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers</p>	<p>6.1.12.CivicsDP.11.a 6.1.12.CivicsHR.11.a 6.1.12.CivicsHR.11.b 6.1.12.EconET.11.a 6.1.12.EconNM.11.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryCC.11.a 6.1.12.HistoryCA.11.a 6.1.12.HistoryCA.11.b 6.1.12.History CC.11.b 6.1.12.HistoryCC.11.c 6.1.12.HistoryCC.11.d 6.1.12.HistoryUP.9.a 6.1.12.HistoryUP.11.a</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1:</p> <p>ELA RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.8,</p> <p>WHST.11-12.1 a-e, WHST.11-12.4,WHST.11-12.7, WHST.11-12.9</p> <p>Interdisciplinary: Language Arts: Write a one-paragraph response regarding the US response regarding human rights.</p>	<ul style="list-style-type: none"> • Student based projects S 	
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	<p>dropping the atomic bomb.</p> <ul style="list-style-type: none"> Evaluate the various war conferences (Tehran, Yalta, Potsdam) and how the foundations of the post-war world were built. Discuss the American perspective on the Holocaust, from the standpoints of individuals, organizations, and government players. 	<p>Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments. Gifted and Talented: Vary level of reading and primary source document</p>	<p>Math: Analyze the economic impact of World War II.</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1:</p> <p>ELA RH.11-12.7, RH.11-12.1 , RH.11-12.6, WHST.11-12.4</p> <p>Interdisciplinary: Language Arts: (1) Write a 2-page argument regarding the legacy of the Captains of Industry/Robber Barons. (2) Deliver a presentation about the Progressive Era. Math: Analyze the number of immigrants coming into the United States in the late 19th/early 20th century.</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7</p>		
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Unit VIII - Cold War, Conflict, and Conformity (1946 – 1969)

Skills: Compare/contract findings presented in multiple texts; develop organizational skills in writing through revision

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 5 weeks</p> <p>Content Statement: Examining the fear of communism and the desire for conformity on American everyday life.</p> <p>Essential Question:</p>	<p>Key learning items/concepts:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate U.S. foreign policy during the Cold War (1945-1960). Compare President Truman and Eisenhower’s responses to communism. Describe how the fear of communism impacted American 	<ul style="list-style-type: none"> Reading assigned texts including both fiction and non-fiction Student-centered problem-based research oriented activities Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools Large and small group discussions led by both teacher and student leaders 	<p>RL. 11-12.1,4-7 RL. 11-12.2-3 RI.11-12.7-8 W.11-12.2a-b W.11-12.4-5 W.11-12.8 SL.11-12.2 L.12-12.6</p> <p>WHST. 9-10.1 WHST. 9-10.1a WHST. 9-10.1b WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.4 WHST. 9-10.2b</p>	<ul style="list-style-type: none"> Research “Blacklists” and their impact on personal and professional lives. Research Arthur Miller’s background and create an essay discussing his struggles during McCarthyism. Tests and quizzes 	<p>Selection of primary sources <i>Suggestion(s):</i></p> <ul style="list-style-type: none"> Red Scare primary sources <i>The Crucible</i> by Arthur Miller (review Puritanism and the Salem Witch Hunt) PBS documentary: <i>American Masters- Arthur Miller</i> McCarthyism testimonials and

<ul style="list-style-type: none"> ● How did President Truman and Eisenhower’s response to communism differ? ● How did the fear of communism create the paranoia of the time period? ● How did Arthur Miller’s playwriting draw parallels with current political climates? 	<p>culture and domestic affairs during the early post-war period.</p> <ul style="list-style-type: none"> ● Describe how the pressure to conform led to dynamic dissident literary, musical, and artistic cultures. ● Discuss economic, political, and social issues that arose as a result of the search for post World War II stability. ● Describe the function of the narrative voice in drama and relate to other literary forms. ● Analyze Arthur Miller’s use of his plays to critique current political developments. ● Examine Miller’s use of literary techniques such as symbolism and realism. ● Study dialogue as the principal means of conveying thought and emotion to the audience. 	<ul style="list-style-type: none"> ● Listening to recordings of popular music of the time period, speeches, and literary readings ● Viewing historical film footage as well as movies focusing on the time period ● Analyzing art, fashion, and other forms of popular culture of the time period ● Reading aloud selected texts ● Answering, through writing and discussion, selected questions and activities focusing on the themes and time period ● Completing assigned vocabulary activities ● Presenting oral presentations through multimedia approaches ● Jigsaw and other cooperative learning activities <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents.</p>	<p>WHST. 11-12-1 WHST.11.12.1d WHST.11.12.1e WHST.11.12.8 WHST.11.12.2e WHST.11.12.4 WHST.11.12.9</p> <p>6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.c 6.1.12.HistoryCC.12.e 6.1.12.HistoryCC.12.e 6.1.12.EconNE.12.a 6.1.12.EconNE.12.a 6.1.12.EconEM.12.a 6.1.12.HistorySE.12.a 6.1.12.HistorySE.12.b 6.1.12.HistorySE.14.a</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.1</p> <p>ELA RH.11-12.6, RH.11-12.7, RH.11-12.9, WHST.11-12.1 a-e, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9</p> <p>Interdisciplinary:</p>	<ul style="list-style-type: none"> ● Oral presentations S ● Class participation F ● Homework F ● Writing assignments F ● Group activities F ● Student based projects S 	<p>other primary sources</p> <ul style="list-style-type: none"> ● View <i>Good Night and Good Luck</i> (excerpts) ● Korean War primary accounts and film footage ● Atomic Bomb Films – <i>Duck and Cover</i> and other civil defense films ● Examples of TV, film, and popular culture: <i>I Love Lucy, Leave it to Beaver, Ozzie and Harriet, Rebel Without A Cause, etc.</i> ● Initial Backlash to Conformity: Jack Kerouac and other Beat Generation writers. ● Political Cartoons ● *Contemporary Connection: Threat of the enemy within – wire tapping, financial records, Patriot Act ● *Music/Pop Culture/Art: rock n’ roll, modernist art.
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	<ul style="list-style-type: none"> Examine the change in the status and qualities of the tragic hero/protagonist in the move into modern society. Develop sensitivity to the troubles and challenges of characters who must struggle with the values of society. 	<p>Provide students with essential vocabulary Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments.</p> <p>Gifted and Talented:</p> <p>Vary level of reading and primary source document</p>	<p>Language Arts: Write an explanatory text that compares American public support of the government and military during the Vietnam War with previous conflicts such as WWII or modern day conflicts</p> <p>Math: Analyze the budget before and after the passage of NSC-68.</p> <p>CR,LL,KS:</p> <p>9.4.12.CT.2</p> <p>9.4.12.IML.2:</p> <p>9.4.12.TL.1:</p> <p>9.4.12.TL.1:</p> <p>ELA</p> <p>RH.11-12.7, RH.11-12.1 , RH.11-12.6, WHST.11-12.4</p> <p>Interdisciplinary:</p> <p>Language Arts: (1) Write a 2-page argument regarding the legacy of the Captains of Industry/Robber Barons. (2) Deliver a presentation about the Progressive Era.</p>		
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			<p>Math: Analyze the number of immigrants coming into the United States in the late 19th/early 20th century.</p> <p>ELA NJSLSA.R1 NJSLSA.R2 NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b</p>		
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			1.5.12acc.Re8a 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8: Computer Science 8.1.12.DA.5		
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Unit IX - The Second American Revolution (1950s – 1970s)

Skills: Produce clear and coherent writing; compare point of view of two or more authors

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 6 to 7 weeks Content Statement:	Key learning items/concepts: Students will be able to:	<ul style="list-style-type: none"> Reading assigned texts including both fiction and non-fiction 	RL. 11-12.1,4-6 RI.11-12.1-3 RI.11-12.4-6 RI.11-12.7 W.11-12.2d-f	<ul style="list-style-type: none"> Pick a specific organization within one movement, create an artistic website/commercial/documentary /etc. recruiting for the movement 	Selection of primary sources <i>Suggestion(s):</i>

<p>Understanding how earlier movements in American history supplied the intellectual foundation for the social awareness and injustice in America.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How did the earlier movements in American history shape the call of equality and justice within American culture? What are the correlations between the examples of social injustice and inequality? How are race relations today reflective of the changes that occurred during this era? How did opposition to the Vietnam War shape the literature and culture of the time? 	<ul style="list-style-type: none"> Understand how earlier movements in American history supplied the intellectual foundation for the “Second American Revolution” of the 50s-70s. Understand the countless examples for the need for social awareness and justice throughout history. Understand correlations between the examples of social injustice and inequality. Explore the thematic connections between songs, images, photos, and documentaries. Examine how the early experiences of civil rights leaders impacted their philosophies 	<ul style="list-style-type: none"> Student-centered problem-based research oriented activities Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools Large and small group discussions led by both teacher and student leaders Listening to recordings of popular music of the time period, speeches, and literary readings Viewing historical film footage as well as movies focusing on the time period Analyzing art, fashion, and other forms of popular culture of the time period Reading aloud selected texts Answering, through writing and discussion, selected questions and activities focusing on the themes and time period Completing assigned vocabulary activities Presenting oral presentations through multimedia approaches 	<p>W.11-12.3a-e SL.11-12.1a-d L.12-12.6</p> <p>WHST. 9-10.1 WHST. 9-10.1a WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.2b WHST. 11-12-1 WHST.11.12.1d WHST.11.12.1e WHST.11.12.8 WHST.11.12.4 WHST.11.12.9</p> <p>6.1.12.CivicsPI.13.a 6.1.12.CivicsDP.13.a 6.1.12.CivicsDP.13.a 6.1.12.GeoPP.13.a 6.1.12.GeoPP.13.b 6.1.12.GeoHE.13.a 6.1.12.EconNE.13.a 6.1.12.EconEM.13.a 6.1.12.EconEM.13.a 6.1.12.EconNE.13.c 6.3.12.HistoryCA.1 6.3.12.HistoryCA.2 6.1.12.HistoryCC.13.a 6.1.12.HistoryCC.13.b 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d 6.1.12.HistoryCC.13.d 6.1.12.HistoryUP.13.a</p> <p>CR,LL,KS: 9.4.12.CT.2</p>	<ul style="list-style-type: none"> Create an analytical essay explaining how the early experiences of MLK/Malcolm X influenced their outlooks later in life. Tests and quizzes S Oral presentations F Class participation F Homework F Writing assignments S Group activities F Student based projects S 	<ul style="list-style-type: none"> Review Reconstruction and Jim Crow Laws <i>Autobiography of Malcolm X</i> by Alex Haley Civil Rights Movement primary documents: Black Power sources: Black Panthers, Nation of Islam, etc. MLK – <i>Why We Can’t Wait</i> excerpts Women’s Rights primary sources <i>Feminine Mystique</i> by Betty Friedan (excerpts) Native American movement documents Vietnam/Anti-War Movement – war stories (Tim O’Brien excerpts, <i>Born on the Fourth of July</i> by Ron Kovic) Student/Hippie Movement documents Influence of Rock and Roll – change from “love” songs to political songs Political Cartoons
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	<p>and their particular brands of leadership.</p> <ul style="list-style-type: none"> Analyze the historical as well as current examples of racism and the efforts to overcome in America. Describe their personal reactions and connections to the social changes of this time period. Examine the significance of specific passages from speeches and other writings in the development of the counterculture. Identify the significant contributions of the women’s movement in shaping our modern society. Explain how opposition to the 	<ul style="list-style-type: none"> Jigsaw and other cooperative learning activities <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</p> <p>Provide copies of notes and presentation</p> <p>Provide excerpts of primary source documents instead of full documents.</p> <p>Provide students with essential vocabulary Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments.</p>	<p>9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1:</p> <p>ELA RH.11-12.3, RH.11-12.7, RH.11-12.9, WHST.11-12.4, WHST.11-</p> <p>12.6, WHST.11-12.7, WHST.11-12.9</p> <p>Interdisciplinary: Language Arts: Write a narrative account that summarizes key social legislation enacted to end poverty (e.g., Economic Opportunity</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1:</p> <p>ELA RH.11-12.7, RH.11-12.1 , RH.11-12.6, WHST.11-12.4</p> <p>Interdisciplinary: Language Arts: (1) Write a 2-page</p>		<ul style="list-style-type: none"> *Contemporary Connection – Gay Rights/Immigrant Rights *Music/Pop Culture/Art of the time period: anti-Vietnam, pro-civil rights rock and R&B
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	<p>Vietnam War shaped the literature and culture of the time.</p>	<p>Gifted and Talented: Vary level of reading and primary source document</p>	<p>argument regarding the legacy of the Captains of Industry/Robber Barons. (2) Deliver a presentation about the Progressive Era. Math: Analyze the number of immigrants coming into the United States in the late 19th/early 20th century.</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7</p>		
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			<p>HS-ESS3-1</p> <p>Art</p> <p>1.2.12acc.Re7a</p> <p>1.2.12acc.Re8a</p> <p>1.5.12prof.Re7a</p> <p>1.5.12acc.Re7b</p> <p>1.5.12acc.Re8a</p> <p>1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills</p> <p>9.4.12.IML.2</p> <p>9.4.12.IML.8:</p> <p>Computer Science</p> <p>8.1.12.DA.5</p>		
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Unit X - Reshaping the American Dream (1969– Present)

Skills: Integrate technology into curriculum; identify and support primary sources; presentation and public speaking; develop organizational skills in writing through revision

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Time: 3 weeks</p> <p>Content Statement: Evaluate the challenges that the United States faced from 1968 to the present.</p> <p>Essential Question: 1. How did the US foreign policy during this era shift from the Cold War to the fall of Communism, to the advent of the war of terrorism?</p>	<p>Key learning items/concepts:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Describe the Watergate scandal. Discuss the economic problems of the early 1970's facing Ford and Carter. Evaluate U.S. foreign policy during this era, shifting from the Cold War to the fall of Communism, to the advent of the war on terrorism. Explain the components of the Reagan Revolution and its profound influence on the culture of the time. Identify scientific and technical advancements, new/expanded job markets; indicate projections for the nation's future as it approaches the twenty-first century. 	<ul style="list-style-type: none"> Reading assigned texts including both fiction and non-fiction Student-centered problem-based research oriented activities Problem-based classroom activities and projects using Canvas, iMovie, Keynote, and various web-based sources, including presentation tools Large and small group discussions led by both teacher and student leaders Listening to recordings of popular music of the time period, speeches, and literary readings Viewing historical film footage as well as movies focusing on the time period Analyzing art, fashion, and other forms of popular culture of the time period Reading aloud selected texts Answering, through writing and discussion, 	<p>RL. 11-12.1,4 RL. 11-12.2-3 RI.11-12.7 W.11-12.2c-e W.11-12.6 W.11-12.10 SL.11-12.1a-d SL.11-12.2 SL.11-12.4-6</p> <p>WHST. 9-10.1 WHST. 9-10.1a WHST. 9.10.7 WHST. 9.10.1c WHST. 9-10.2b WHST. 11-12-1 WHST.11.12.1d WHST.11.12.1e WHST.11.12.2 WHST.11.12.8 WHST.11.12.4</p> <p>6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPD.14.a 6.1.12.CivicsDP.14.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d 6.1.12.HistoryUP.9.a 6.1.12.HistoryUP.13.a</p>	<ul style="list-style-type: none"> Pick a contemporary problem/issue and trace its roots in history through a multimedia approach as well as through the use of primary documents A multimedia project and presentation focusing on the historical, social, literary, and pop culture events from a given year Personal reflection on the American Dream: is it reshaped, shattered, or does it continue to exist? Tests and quizzes S Oral presentations S Class participation F 	<p>Selection of primary sources <i>Suggestion(s):</i></p> <ul style="list-style-type: none"> View <i>Coming Home</i> <i>All the President's Men</i> by Woodward and Bernstein (excerpts) 70s primary documents Reagan and the 80s primary documents: Reaganomics, AIDs, end of the Cold War, consumerism <i>Wall Street</i> excerpts View HBO "Miracle on Ice" Rise of Fundamentalist Islam, terrorism documents 90s – First Gulf War (read excerpts from <i>Jarhead</i> by Anthony Swofford) Excerpts from <i>Black Hawk Down</i> by Mark Bowden Excerpts from <i>The Clinton Years</i> Primary sources about the advent of

	<ul style="list-style-type: none"> Describe the presidency of George H.W. Bush. Analyze the collapse of the Soviet Union. Describe the Persian Gulf War. Discuss President Clinton’s relationship with Congress and the American people. Analyze the “Contract with America” and the conservative revolution in Congress. Evaluate the scandals of the Clinton Administration. Evaluate the election of 2000 and its outcome. Assess the extraordinary impact of 9/11, the war on terrorism, and the war in Iraq on American policy, literature, and other aspects of culture. 	<p>selected questions and activities focusing on the themes and time period</p> <ul style="list-style-type: none"> Completing assigned vocabulary activities Presenting oral presentations through multimedia approaches Jigsaw and other cooperative learning activities <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p>	<p>6.1.12.HistorySE.13.a 6.1.12.HistorySE.14.a 6.1.12.CivicsPR.10.a 6.1.12.CivicsPR.10.b 6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.10.b 6.1.12.CivicsDP.14.a 6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPD.14.a 6.1.12.CivicsDP.14.a 6.1.12.GeoPP.14.a 6.1.12.GeoPP.14.b 6.1.12.GeoHE.14.a 6.1.12.EconNE.14.a 6.1.12.GeoNE.14.a 6.1.12.EconET.14.a 6.1.12.EconET.14.b 6.1.12.EconEM.14.a 6.1.12.HistoryCA.14.a 6.1.12.HistoryCA.14.b 6.1.12.HistoryCA.14.c 6.1.12.HistoryCC.14.a 6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.b 6.1.12.HistorySE.14.c 6.1.12.HistoryCC.14.b 6.1.12.HistoryCC.14.c 6.1.12.HistoryCC.14.d 6.1.12.HistoryCC.14.e 6.1.12.CivicsPR.15.a 6.1.12.CivicsHR.15.a 6.1.12.EconNE.15.a 6.1.12.HistoryCC.15.a</p>	<ul style="list-style-type: none"> Homework F Writing assignments S Group activities Student based projects S 	<p>the Information Revolution</p> <ul style="list-style-type: none"> Excerpts from <i>Holy War, Inc.</i> by Peter Bergen Excerpts from 9/11 Commission Report and <i>Without Precedent</i> by Tom Kean and Lee Hamilton Political Cartoons
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		<p>Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments. Gifted and Talented: Vary level of reading and primary source document</p>	<p>6.1.12.HistoryCC.15.b 6.1.12.HistoryCC.15.c 6.1.12.HistorySE.15.a 6.1.12.HistorySE.15.b 6.1.12.HistorySE.15.c 6.1.12.CivicsPD.16.a 6.1.12.CivicsPR.16.a 6.1.12.GeoHE16.a 6.1.12.EconGE.16.a 6.1.12.EconNE.16.a 6.1.12.EconNE.16.b 6.1.12.HistoryUP.16.a 6.1.12.HistoryCC.16.a 6.1.12.HistoryCC.16.b 6.3.12.GeoGI.1 6.3.12.CivicsHR.1 6.3.12.CivicsPD.1</p> <p>CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1:</p> <p>ELA RH.11-12.3, RH.11-12.7, RH.11-12.9, WHST.11-12.4, WHST.11-12.6, WHST.11-12.7, WHST.11-12.9</p> <p>Interdisciplinary: Language Arts: Write an argumentative essay regarding</p>		
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			<p>American involvement in the Middle East Math: Analyze the amount the U.S. provides other countries in foreign aid and how it relates to our national budget CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1: 9.4.12.TL.1:</p> <p>ELA RH.11-12.7, RH.11-12.1, RH.11-12.6, WHST.11-12.4</p> <p>Interdisciplinary: Language Arts: (1) Write a 2-page argument regarding the legacy of the Captains of Industry/Robber Barons. (2) Deliver a presentation about the Progressive Era. Math: Analyze the number of immigrants coming into the United States in the late 19th/early 20th century.</p> <p>ELA</p>		
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			<p>NJSLSA.R1 NJSLSA.R2 NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2</p>		
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			9.4.12.IML.8: Computer Science 8.1.12.DA.5		
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BENCHMARK ASSESSMENTS: 3x Per year based on Social Studies skills using Stanford History Education Group assessments:

Establish historical significance

Use primary source evidence

Identify continuity and change

Analyze cause and consequence

Take historical perspectives

Understand the ethical dimension of historical interpretations

GRADE 11

Writing Unit 1: Argumentative Writing

Unit Description/Overview

In this unit, students examine how people construct arguments by first performing SOAPS analyses of articles or speeches. Then, students analyze multiple perspectives in arguments by finding claims and subclaims an author makes. Students also determine the assumptions the writer makes when creating the argument and identifies the implications of the writer's argument. The unit concludes with students composing rhetorical analysis papers where they select an article, explain how the writer makes an argument in it, and share their own opinions about the article's topic.

Approximate time frame: 3-4 weeks

<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How does an author's use of voice and tone impact the meaning and effectiveness of their argument? ● How should an author/speaker consider the audience and occasion when crafting an argument? ● How should subject and purpose inform an author's choices? ● How do an author's diction, syntax, and punctuation impact the persuasiveness of their argument? ● How can visual texts establish arguments as effectively as written ones? ● How do rhetorical appeals affect an audience's receptivity to a text?
<p>Student Learning Objectives</p>	<ul style="list-style-type: none"> ● Identify tone, subject, occasion, audience, purpose, and subject ● Identify claims and subclaims ● Understand tone and rhetorical appeals and their impact upon the audience's receptivity to the argument ● Recognize how visual texts construct arguments ● Identify the argument and the assumptions an author makes when making it ● Recognize the implications of a writer's line of reasoning
<p>Standards</p>	<p>W.11.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>

	<p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>
<p>Formative and Summative Assessments</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> ● SOAPS analyses of argumentative texts ● Multiple Perspective Assignment <ul style="list-style-type: none"> ○ Students select an argumentative text. ○ Then, they summarize it; find 2 different claims, assumptions, or implications; and respond to the argument. <p><u>Summative:</u></p> <ul style="list-style-type: none"> ● Rhetorical Analysis Paper <ul style="list-style-type: none"> ○ Students select an argumentative text that interests them. ○ In the 1st half of the paper, students explain how the writer made their argument. ○ In the 2nd half of the paper, students respond to the argument and share their opinions. ○ 500-750 words/2-3 pages. ○ MLA formatting, in-text citations, and Works Cited.
<p>Required/ Suggested Resources</p>	<p>Argumentative Texts:</p>

- Mark Bauerlein *Too Dumb for Complex Texts?*
- Jon Ronson *How One Stupid Tweet Blew Up Justine Sacco's Life*
- Frederick Douglass *What To the Slave Is the Fourth of July?*
- Lou Gehrig *Farewell Speech*
- Mina Shahinfar *For Teenager, Hijab a Sign of Freedom, Not Stricture*
- Frida Kahlo *Self-Portrait on the Borderline between Mexico and the United States* (painting)

Writing Unit 2: Synthesis Essay Writing

Unit Description/Overview

In this unit, students read a variety of short texts — articles, graphics, images, and excerpts of longer works — and interpret exactly what these texts are saying/arguing. Students then learn how to respond to the texts' arguments/messaging and construct individual and informed opinions about them. As the unit progresses, students learn how to put these sources into conversation as they construct their own arguments. The unit concludes with the students composing a synthesis essay that possesses a clear and qualified central claim and that puts at least three sources into conversation as each student makes an individualized argument.

Approximate time frame: 4 weeks

Essential Questions

- Why is informed discourse important?
- How do others' arguments about a topic influence our own?
- How do we determine our own unique stance when encountering an argument?
- How do we create qualified central claims?
- How can we put sources in conversation with one another?

Student Learning Objectives

- Students will accurately interpret what texts are arguing/communicating
- Students will determine their individual responses and stances towards a text's argument
- Students will construct clear and complex central claims

	<ul style="list-style-type: none">● Students will put sources into conversation, identifying how evidence from these texts can fit into patterns of organization that will advance their central claims
Standards	<p>W.11.2. 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.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>

	<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>
<p>Formative and Summative Assessments</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> ● Practice AP Synthesis Essay: Best Preparation for a Future after High School <ul style="list-style-type: none"> ○ p.232 in <i>Ideas in Argument: Building Skills and Understanding</i> ● Practice AP Synthesis Essay: College Education & Employment <ul style="list-style-type: none"> ○ p.785 in <i>Ideas in Argument: Building Skills and Understanding</i> <p><u>Summative:</u></p> <ul style="list-style-type: none"> ● Synthesis Essay <ul style="list-style-type: none"> ○ 1,000-1,250 words/4-5 pages ○ Each body paragraph must have a minimum of two different sources ○ Minimum of three sources ○ MLA format, in-text citations, and Works Cited ○ <i>Suggested Topics:</i> <ul style="list-style-type: none"> ■ Topics/themes present in literature (either course-selected or Independent Reading) ■ Topics/themes present in other course material (i.e. documentaries, readings, etc.) ■ Topics of student interest (i.e. local issues, current events, art and culture, etc.)

Required/ Suggested Resources	
	<p>Excerpts from <i>They Say, I Say</i> 4th Edition by Gerald Grath and Cathy Birkenstein</p> <ul style="list-style-type: none">● “Introduction” <i>Entering the Conversation</i>● Part One “They Say”<ul style="list-style-type: none">○ “They Say” <i>Starting with What Others are Saying</i>○ “Her Point Is” <i>The Art of Summarizing</i>○ “As He Himself Puts It” <i>The Art of Quoting</i>● Part Two “I Say”<ul style="list-style-type: none">○ “Yes/No/Okay, But” <i>Three Ways to Respond</i>○ “And Yet” <i>Distinguishing What You Say from What They Say</i>○ “Skeptics May Object” <i>Planting a Naysayer in Your Text</i>○ “So What? Who Cares?” <i>Saying Why it Matters</i>● Part Three “Tying It All Together”<ul style="list-style-type: none">○ “As a Result” <i>Connecting the Parts</i>○ “You Mean I Can Just Say it That Way?” <i>Academic Writing Doesn’t Mean Setting Your Own Voice Aside</i>○ “But Don’t Get Me Wrong” <i>The Art of Metacommentary</i>○ “He Says-Contends” <i>Using the Templates to Revise</i> <p>How to Put Sources in Conversation with One Another</p> <ul style="list-style-type: none">● <i>The Bedford Reader</i>● Unit 9 from <i>Ideas in Argument</i> p.785-802<ul style="list-style-type: none">○ Analyzing Quantitative Data p.786○ Planning a Synthesis Argument: Choosing Relevant Evidence p.788○ Verbs for Introducing Evidence from Sources p.789○ Ways to Join the Conversation through Corroboration, Refutation, Rebuttal, and Concession p.791○ Practice AP Synthesis Essay Prompt & Sources p.792-802○ Chapter 6: Details: Showing and Telling in Nonfiction from <i>Story Matters</i> by Liz Prather

Writing Unit 3: Digital Writing and Research Skills**Unit Description/Overview**

In this unit, students will learn to understand and then produce 'stories' that data reveal to us.

Approximate time frame: 3-4 weeks

Essential Questions	<ul style="list-style-type: none"> ● How does data shape the narrative surrounding a topic? ● How can we construct a story using research? ● What is “expertise”? What does it mean to be an “expert”?
Student Learning Objectives	<ul style="list-style-type: none"> ● Find commonalities when conducting research and relate sources to one another ● Create multimodal that explain how research and data can tell a story ● Cite research sources using MLA or APA formatting
Standards	<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.2. 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.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are</p>

appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

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

A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”)

	<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>
<p>Formative and Summative Assessments</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> ● TikTok story time → create your own TikTok (video) 3-5 minutes <ul style="list-style-type: none"> ○ SOAPS Chart for planning ○ Topic: What are you an expert in? <ul style="list-style-type: none"> ■ NOT personal about yourself ■ Need to research <ul style="list-style-type: none"> ● # of sources—min. 3 <ul style="list-style-type: none"> ○ Hierarchy of evidence ○ Main Idea: topic + <i>so what?</i> ○ Purpose: Informative with narrative opening <p><u>Summative:</u></p> <ul style="list-style-type: none"> ● Storified Data Analysis <ul style="list-style-type: none"> ○ Students will conduct research about a topic that interests them. ○ Then, students will create videos that explain the story that the research tells about their selected topic. ○ Students will include text in their videos, including citations of their sources ○ Length: ?
<p>Required/ Suggested Resources</p>	<p>Required</p> <ul style="list-style-type: none"> ● FiveThirtyEight ● The Upshot <p>Suggested</p> <ul style="list-style-type: none"> ● Excerpts from Christie Aschwanden <i>Good to Go: What the Athlete in All of Us Can Learn from the Strange Science of</i>

	<p><i>Recovery</i></p> <ul style="list-style-type: none"> ● <u>Teaching Research Skills in Today's Digital Environment</u>
Essential Questions	<ul style="list-style-type: none"> ● How can we use data and research to influence the historical and societal narrative surrounding a topic? ● How can we construct research questions to guide a research topic?
Student Learning Objectives	<ul style="list-style-type: none"> ● Create a research study centered in united research questions, theoretical framework, and major topics ● Create a research study that brings forth something new to the reader by filling a gap in the literature ● Cite sources and format research using APA 7th edition or MLA 8th edition
Standards	<p>W.12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>

	<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>
Formative and Summative Assessments	<p>You must identify a research question prompted by analysis of your topic. Your sources should be thematically linked. Students will gather information from a range of additional sources to develop and refine an argument. This should lead to a solution that answers your research question. and revise your argument.</p> <p><u>Formative:</u> Investigate initial research topic with relevant thematic links Determine various perspectives on your topic Research question brainstorming Thematic link reflective writing peer-editing /writers workshop</p> <p><u>Summative:</u> Research Paper 2,000 words Read and analyze materials to identify thematic connections among sources and possible areas for inquiry. Compose a research question of your own prompted by analysis of the stimulus materials. Your question must relate to a theme that connects at least two of the stimulus materials. Gather information from a range of additional sources representing a variety of perspectives, including scholarly work. Analyze, evaluate, and select evidence. Interpret the evidence to develop a well-reasoned argument that answers the research question and conveys your perspective. Throughout your research, continually revisit and refine your original research question to ensure that the evidence you gather addresses your purpose and focus. Identify and evaluate opposing or alternate views and consider their implications and/or limitations as you develop resolutions, conclusions, or solutions to your research question.</p>

Required/ Suggested Resources	<p>Model Performance using part 2 of the 2023 AP Seminar Exam</p> <ul style="list-style-type: none"> ● 2023 Stimulus Materials (pick 2 or 3 sources) ● Google Slideshow explaining each source and its thematic connections to other sources ● Google Slideshow 2023 Stimulus Material Themes and Teaching Notes ● Stimulus Materials

<p>Writing Unit 4: Digital Writing Unit Description/Overview</p> <p>Approximate time frame: Four weeks</p>	
Essential Questions	<ul style="list-style-type: none"> ● What digital tools allow writers to communicate with various audiences? ● How does one rework a piece of writing to...? ●

Student Learning Objectives	<ul style="list-style-type: none">● Evaluate a past piece of writing and condense to share information with a specific audience● Choose digital tools that effectively support communicating information in a new way● Compose a digital product that allows for the writer to ...
Standards	<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.2. 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.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

	<p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”)</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>
<p>Formative and Summative Assessments</p>	<p><u>Formative:</u></p> <p>What one sentence does the paper boil down to?</p> <p>For what audience are you developing this site or other digital format?</p> <p>What visual components (video, graphics, photos, etc.) would benefit the writer in communicating a condensed form of the essay?</p> <p><u>Summative:</u></p> <p>Transform the research paper into a Google Site or other digital format that condenses the essay into easy to process multi-modal digital content for an audience of teens.</p>

	See research paper under "Expository"
Required/ Suggested Resources	

Interdisciplinary Connections

NJ: 2020 SLS: Social Studies

NJ: End of Grade 12

6.1 U.S. History: America in the World: Era 4. Civil War and Reconstruction (1850–1877)

The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

6.1 U.S. History: America in the World: Era 6. The Emergence of Modern America: Progressive Reforms (1890–1930)

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.

Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

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 U.S. History: America in the World: Era 8. The Emergence of Modern America: Roaring Twenties (1890–1930)

Human settlement activities impact the environmental and cultural characteristics of specific places and regions.

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.

NJ: 2020 SLS: Visual and Performing Arts - Visual Arts

NJ: End of Grade 12: Proficient

Career Readiness Life Literacies, & Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 12

9.4 Life Literacies and Key Skills: Digital Citizenship

Cultivating online reputations for employers and academia requires separating private and professional digital identities.

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

Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention.

Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

9.4 Life Literacies and Key Skills: Global and Cultural Awareness

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11–12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students.

They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Act as a responsible and contributing community members and employee.

Attend to financial well-being.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

<p>Creating Anchor Standard 1: Generating and conceptualizing ideas. Enduring Understandings: Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. Essential Questions: What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? Practice: Explore Performance Expectations: 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.</p> <p>Presenting Anchor Standard 6: Conveying meaning through art. Enduring Understanding: Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding. Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding? Practice: Share Performance Expectations: 1.5.12prof.Pr6a: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings</p> <p>Connecting Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. Essential Questions: How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	<p>Copyright © State of New Jersey, 1996 - 2020.</p> <p>21st Century Themes and Skills</p> <p>Theme 1: Global Awareness A) Using 21st century skills to understand and address global issues B) Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts C) Understanding other nations and cultures, including the use of non-English languages</p> <p>Theme 3: Civic literacy A) Participating effectively in civic life through knowing how to stay informed and understanding governmental processes B) Exercising the rights and obligations of citizenship at local, state, national and global levels C) Understanding the local and global implications of civic decisions</p> <p>Skills 1: Learning and Innovation Skills A) Creativity and Innovation Skills B) Critical Thinking and Problem Solving Skills C) Communication and Collaboration Skills</p> <p>Skills 2: Information, Media and Technology Skills A) Information Literacy C) ICT (Information, Communications & Technology) Literacy</p> <p>Skills 3: Life and Career Skills A) Flexibility & Adaptability B) Initiative & Self-Direction C) Social & Cross-Cultural Skills</p>
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<p>Practice: Relate Performance Expectations: 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.</p>	<p>D) Productivity & Accountability E) Leadership & Responsibility</p>
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Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Special Education Accommodations/Modifications (I.E.P. Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near the door
	Seat student near high performing student for informal partner pairs
	Seat student near positive role model
	Seat student away from disruptive/distracting student(s)
	Set a designated study space in the room
Instructional Activities	Provide guided notes and/or copies of notes
	Provide students with summaries if applicable
	Repeat and clarify directions if needed to ensure comprehension.
	Allow students to choose partners or work independently, when needed
	Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support.
Independent Practice & Assignments	Allow extra time to complete tasks without penalty
	Reduce reading/math/writing level of assignments
	Require fewer correct responses to achieve grade
	Allow computer printed/electronic assignments
	Simplify complex written directions

	Do not penalize for handwriting/spelling
	Allow flexible grading on scoring rubric
	Include word banks if helpful.
	Bold, highlight, or underline instructions.
	Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.
	Reduce quantity of sections on an assessment
	Shorten wording of questions.
	Allow use of notes or formula pages on assessments.
	Revise wording or vocabulary choice to enhance comprehension.
	Reduce length of written assignments if needed.
	Reduce number of calculation questions required.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words.
	Allow for extra time when needed. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow open book/notes for exams
	Give frequent short quizzes instead of lengthy exams
	Give exams/test items orally
	Give students their own copy of assessments that they can write on
	Allow extra time for assessments (specific to I.E.P.)
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
	Allow student to asses on paper, if regularly schedule for computer-based testing

Organizational Skills	Provide a table of contents for notebook/binder; conduct a weekly clean-up
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room/short breaks
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	504 Plan Accommodations/Modifications (504 Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near high performing student for informal partner pairs
Instructional Activities	Provide guided notes and/or copies of notes
	Provide student with summaries, if applicable
Independent Practice & Assignments	Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support.
	Reduce homework/classwork, when appropriate
	Allow use of notes or formula pages on assessments.
	Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school.

Assessments	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
Organizational Skills	Provide a table of contents for notebook/binder
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room break, if needed
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	At Risk Accommodations/Modifications
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Use mental models to building understanding through familiar contexts
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity.
Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.	

	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
	Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
	Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths.
	Provide peer assistance/study groups
Assessments	Provide study guides and support outside of class time to review before assessments (common time or after school)
	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed.
	Reduce number of calculation questions required.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Allow for partial credit, when appropriate
	Provide choices of questions or choices of projects depending on the student's strengths

	Allow for alternative assessments to show comprehension of the content such as a project or other means
	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	Allow for extra time, when needed. Offer options for completion during common time or after school
	Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear
	Implement a behavior management system

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Multilingual Learners Accommodations/Modifications
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity.

	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.
	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization- Language teams
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners - Conversely apply visual representations to ensure understandings
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths.
	Provide peer assistance/study groups/ ML support
Assessments	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments in native language
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Allow for partial credit, when appropriate
	Allow for alternative assessments to show comprehension of the content such as a project or other means

	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	Allow for extra time, when needed. Offer options for completion during common time or after school
	Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Gifted and Talented Accommodations/Modifications
Instructional Activities	Provide supplementary or lengthier readings
	Provide enrichment activities
Independent Practice & Assignments	Use inquiry-based practices and allow student opportunities to conduct additional research
	Provide supplementary or lengthier readings with higher-level questions
	Provide assignment choices that require more detail and deeper understanding
Assessments	Provide additional questions that prompt extensions of understanding
	Require research for projects; in a specified format
	Provide assessment choices that require more detail and deeper understanding



Career Ready Practices

World History

**US
I**

**AS/
US
II**



<p>CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>	<p>In specific units students learn about the Enlightenment thinkers and how those concepts became the foundation for American Democracy and citizenship. Writings from John Locke, Thomas Hobbes, Voltaire, Montesquie and Rousseau are analyzed and parallels drawn between these ideas and modern civic engagement and civic virtue. As in all Social Studies classes, the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis.</p>	<p>As in all Social Studies classes, the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis. In US I a unit is dedicated to the origin and creation of the Constitution and how it established our system of government through checks and balances and federalism. Students learn about the 3 branches of government, the powers and members of each in modern day as well as examine key Supreme Court decisions that have shaped our nation, including current issues and decisions. Voter registration drives are also conducted in each school twice per year.</p>	<p>As in all Social Studies classes, throughout the AS curriculum the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis. Supreme Court decisions relevant to each time period are examined, along with the election process. Students explore the Civil Rights Movement and Voting Right legislation.</p>
<p>CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation</p>	<p>In all units of World History students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.</p>	<p>In all units of US I students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.</p>	<p>In all units of AS students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.</p>

<p>CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>			<p>Students engage in stock market analysis and personal finance simulations as part of the Great Depression/New Deal units</p>
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Career Ready Practices

World History

**US
I**

**US
II**

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

All units of World History include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.

All units of US I include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.

All units of AS include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.

CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

New technologies developed during the Scientific and Industrial Revolutions are examined and how they impacted the social, environmental and economic development of different regions of the world.

United States expansion in the 18th and 19th centuries created a seismic shift in the environment and landscape of North America. The industrial era formed a new reliance on resources that impacted the overall environment.

During the late 19th through the 20th century the United States grew exponentially. The economic expansion weighed heavily on the overall environment. As the century drew to a close, there became a greater awareness of the industrial expansion and government intervention and oversight became more prevalent.

Career Ready Practices

World History

**US
I**

**US
II**

CRP6. Demonstrate creativity and innovation.
 Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

All units in World History include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.

All units in US I include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.

All units in AS include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.

CRP7. Employ valid and reliable research strategies.
 Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

All units of World History include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.

All units of US I include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.

All units of AS include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.

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

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

All units of World History include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.

All units of US I include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.

All units of AS include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.

Career Ready Practices

World History

**US
I**

**US
II**

CRP9. Model integrity, ethical leadership and effective management.
 Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs.
 They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

\The Holocaust is used to study human behavior, patterns of discrimination, morality and ethics.

Unique patterns of discrimination, genocide of Native Americans, American Slavery and various reform movements of the time are analyzed throughout these units in the form of primary source readings, case studies, assignments and cooperative, problems solving simulations.

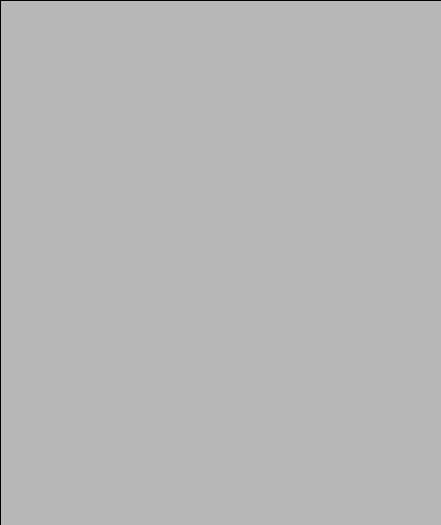
Case studies on the ethical decisions behind use of the Atomic Bomb are examined.

CRP10. Plan education and career paths aligned to personal goals.
 Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship.
 They recognize the value of each step in the education and experiential process, and they

Lessons on government agencies and careers and guest speakers in the area of local government and law enforcement speak as part of our Constitution and Government Unit.

This standard is more specifically taught in our Social Studies elective courses. Those courses explore careers in civil service, law and law enforcement, social work, psychology and other humanities fields. Guest speakers (in person or virtual) are invited into classes and/or the History Club (PH/PV).

recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.



Career Ready Practices

World History

**US
I**

AS

<p>CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>	<p>Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of World History.</p>	<p>Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US I.</p>	<p>Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of AS.</p>
<p>CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>	<p>In all units of World History students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.</p>	<p>In all units of US I students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.</p>	<p>In all units of AS students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.</p>

Career Options for Jobs that Involve Social Studies

Social studies focus on society, and social studies professionals may concentrate on understanding how people are shaped and influenced by peer groups, their culture, or other societal factors. While some social studies professionals primarily conduct research to determine how people are affected by social variables, others may focus on how these social variables can be used to predict people's behavior. A handful of these social studies career options are profiled below:

Career Information for Jobs that Involve Social Studies**Sociologists**

Sociologists are professionals with a master's or doctoral degree in their field. They focus on understanding social groupings and behavior, and may be involved in research or make recommendations about how to address specific issues in society. Since their work focuses on understanding how society can influence behavior, they work within the field of social studies.

Historians

Historians research the past and educate people about historic events, artifacts or developments. Their work focuses on civilizations and incidents involving people in the past, which is why it falls within the social studies field. They might use the data from their research to form conclusions about why a society relocated or how cultural beliefs in a particular group evolved. They may need a doctoral degree, although it is possible to enter this field with a master's degree in history.

Postsecondary Teachers

Postsecondary teachers instruct college and university students in a specific subject they've specialized in. They typically need a doctoral degree, although entry-level positions may be obtained with a master's degree in some cases. Postsecondary teachers who instruct students in subjects such as criminology or history spend their career focused on social studies. As part of their work, postsecondary teachers usually also participate in research related to their specialty.

Anthropologists and Archeologists

Anthropologists and archeologists must have a master's or doctoral degree to work in their field. While archeologists may be involved in recovering historic artifacts from dig sites around the world, anthropologists focus on how humans have developed over time. Archeologists and anthropologists help discover evidence that relates to how cultures have evolved, how significant events have impacted people's behavior, and how social constructs, such as politics, have developed. Since they focus on issues related to society and behavior, they work within the field of social studies.

Political Scientists

Political scientists focus on the history and development of political systems. They may research political ideologies or study how political trends have evolved over time. They are social science professionals because understanding how politics shape society and impact individual and group behavior is part of what political scientists focus on. They are professionals with master's or doctoral degrees who perform research, analyze the information gained from their research, and use that data to develop predictions about the effects of political policies or structures.

Market Research Analysts

With a bachelor's degree, it's possible to become a market research analyst. Market research analysts examine consumer demographics, along with data collected from opinion polls and surveys, and then use what they learn to make recommendations about actions companies should or should not take. For example, they may recommend that a new product be developed and provide pertinent information about the customers they expect would be interested in that product. Market research analysts are professionals who focus on understanding what influences the purchasing decisions people make and the economic variables that should be considered when making business decisions. Since they focus on determining financial and societal factors that can affect consumer choices, their work involves the use of social studies.