

# **Pascack Valley Regional High School District**

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

**Course Name:      Themes in United States History II**

Born on: August, 2014  
Previous Revision: July, 2020  
Current Revision: July, 2023  
Board Approval: 8/28/23

## Themes in U.S. HISTORY II: Course Description

The purpose of this required course is to stress the major events in our country's history beginning with the Post-Civil War Period and continuing through America's emergence as a world power in the Twentieth Century. Major units studied include: Imperialism, The Progressive Movement, The World Wars, The Period of Economic Crisis, The Vietnam Era, Conservative Revolution, and Contemporary America. Mixed throughout the course are opportunities for the student to learn more about the history of New Jersey, Black History, and the contributions of women, careers, values and current events.

### Student Outcomes:

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

Students will be able to:

- Show mastery of historical vocabulary
- Present a viewpoint in writing and speech
- Use technology to complete research and projects
- Complete a technology-based project and oral presentation
- Locate, organize and evaluate information
- Acquire information through reading, listening and observing
- Interact with others, develop problem solving strategies
- Apply conflict resolution skills
- Distinguish between verifiable and unverifiable data
- Identify central issues
- Orient a map
- Identify and locate physical and political features on maps, globes, photos
- Understand and explain geographic settings of historical and current events
- Evaluate influence of geography upon history and culture
- Recognize cartoons as a means of expressing viewpoints
- Relate information obtained from pictures, charts and graphs to that gained from other sources
- Use the vocabulary of time concepts (decade, score, generation, century, era)
- Understand timelines

**Interdisciplinary Connections**

Teachers will combine, integrate and infuse disciplines as needed. ELA reading, writing, speaking and listening assignments are infused throughout the curriculum to develop basic reading and comprehension skills. Other suggestions for interdisciplinary connections:

- Career Transition
- Mathematics and Business can be combined with economic units
- Science can be combined with discussion of climate change
- Art, music and literature will be called upon to supplement what is learned in history and develop cross curricular development
- The teacher will work with the library media specialist on various research units

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

**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 Igbtq+ 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 II 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 20<sup>th</sup> 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 nation's history. These resources and experiences are listed throughout this curriculum.

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

Time Frame:	Content/Topic:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performances and Assessments	Suggested Materials
10 classes 4 Weeks	<p><b>Unit I – The Industrial Era</b></p> <p><b>Content Statement:</b> Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.</p> <p>The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.</p> <p><b>Essential Question:</b></p> <p><b>How did inventions, growing cities, and big business changed life in America?</b></p> <p><b>Why did immigrants come to America and</b></p>	<p><b>Proficiencies:</b></p> <p>Analyze the ways in which the US emerged as a modern nation during the early 20<sup>th</sup> century.</p> <p>Identify the political and social consequences of industrialization and immigration.</p> <p><b>Skills:</b> See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b></p> <p><b>Special Ed/504:</b> Provide copies of notes and presentation</p>	<p>Social Studies 6.1.12.CivicsDP.5 <b>6.1.12.CivicsDP.5.a</b> 6.1.12.EconEM.5.a <b>6.1.12.GeoHE.5.a</b> <b>6.1.12.GeoPP.5.a</b> 6.1.12.EconEM.5.a 6.1.12.HistoryNM.5.a 6.1.12.HistoryNM.5.b <b>6.1.12.HistoryCC.5.a</b> <b>6.1.12.HistoryUP.5.a</b> <b>6.1.12.HistoryCA.5.a</b> <b>6.1.12.CivicsDP.6.a</b> <b>6.1.12.CivicsDP.6.b</b> <b>6.1.12.CivicsPR.6.a</b> <b>6.1.12.GeoHE.6.a:</b> 6.1.12.GeoGM.6.a 6.1.12.EconEM.6.a 6.1.12.HistoryCC.6.b 6.1.12.HistoryCC.6.c <b>6.1.12.HistoryCC.6.d</b> <b>6.1.12.HistoryCA.6.a</b> <b>6.1.12.HistorySE.14.a</b></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</p>	<p>Unit Test</p> <p>Quizzes</p> <p>HW assignments</p> <p>Class Activities</p> <p>Facebook profile of key figures</p> <p>Print ad of new invention</p> <p>Create picket signs</p> <p>Take Away: Industrialization resulted in many swift changes in America, some beneficial, some caused hardships.</p>	<p>Selection of primary sources <i>Suggestion(s):</i> “<i>Story of a Sweatshop Girl – Sadie Frowne</i>” <i>Jacob Riis – “How the Other Half Lives”</i> <i>Photographs of tenements</i></p> <p><i>Ellis Island artifacts</i></p> <p><i>Jim Crow laws</i></p> <p><i>Big business methods – graphic organizer</i></p> <p>Hippo Campus</p> <p>Brain POP</p> <p>Pictures of miners and their community: <a href="http://kycoal.homestead.com/KYCoalMiningHistory.html">http://kycoal.homestead.com/KYCoalMiningHistory.html</a></p> <p>Thomas Edison Interactive: <a href="http://www.nps.gov/webrangers/activities/edison/">http://www.nps.gov/webrangers/activities/edison/</a></p> <p>Ellis Island Websites: <a href="http://teacher.scholastic.com/activities/immigration/tour/">http://teacher.scholastic.com/activities/immigration/tour/</a> <a href="http://www.ellisland.org/">http://www.ellisland.org/</a></p> <p>New immigrant game and tour: <a href="http://www.tenement.org/immigrate/">http://www.tenement.org/immigrate/</a></p> <p>Immigration multiple resources: <a href="http://www.glencoe.com/sites/common_assets/socialstudies/immigration/activities.htm">http://www.glencoe.com/sites/common_assets/socialstudies/immigration/activities.htm</a></p> <p>Wright Brothers’ Plane Interactive: <a href="http://www.pbs.org/wgbh/nova/space/pilot-wright-brothers-flyer.html">http://www.pbs.org/wgbh/nova/space/pilot-wright-brothers-flyer.html</a></p>

	<p><b>what hardships did they face?</b></p> <p><b>Key learning items/concepts:</b>                  Growth of big business                  industrialization                  Immigration                  assimilation                  urbanization                  The Gilded Age                  Jim Crow                  W.E.B. Du Bois                  Booker T. Washington</p>	<p>Provide excerpts of primary source documents instead of full documents.                  Provide students with essential vocabulary</p> <p>Re-teaching and review                  Graphic organizers                  Scaffolding of assignments                  Guided questions and note taking                  Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b>                  Use simplified text and summaries of content.                  Use art visuals for students to respond to instead of text.                  Provide copies of notes</p> <p><b>At Risk Students:</b>                  Provide copies of</p>	<p>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>		
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		<p>presentations and notes</p> <p>Extended time on assignments</p> <p><b>Gifted and Talented:</b></p> <p>Vary level of reading and primary source documents</p>			
<p>5 classes</p> <p>3 week</p>	<p><b>Unit II – The Spanish-American War and World War I</b></p> <p><b>Content Statement:</b> United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.</p> <p><b>Essential Question:</b> What alliances were established because of WWI?  What were the events and outcomes of WWI?  What were the events and outcomes of the Spanish American War?</p> <p><b>Key learning items/concepts:</b> Imperialism Expansion</p>	<p><b>Proficiencies:</b> Judge America’s actions at the turn of the 20<sup>th</sup> century to determine if the US upheld ideals of morality and democracy.</p> <p>To understand the alliances that were established during WWI.</p> <p>Identify and describe key figures and events in WWI.</p> <p>Identify and describe key events of the Spanish American War.</p> <p><b>Skills:</b> See Appendix B</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> <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>Unit Test</p> <p>Essay OR Authentic Assessment – <i>Suggestion(s): Letter from the Trenches</i></p> <p>Quizzes</p> <p>HW assignments</p> <p>Class Activities</p> <p>Facebook profile of WWI leaders/countries</p> <p>Fill out a graphic organizer on the Spanish American War.</p> <p>What is wrong with... Spanish American War Soldiers’ Uniforms</p> <p>Trench Warfare simulation game</p> <p>Maps of battle zones</p> <p>Take Away:</p>	<p><i>Suggestion(s):</i> <i>The Century: Shell Shock (DVD)</i></p> <p>Map of Europe, 1914-1918 Spanish-American War political cartoons Letters from the trenches Wilson’s Fourteen Points (speech)</p> <p>Online Textbook</p> <p>Hippo Campus</p> <p>Brain POP</p> <p>World War I Resources: <a href="http://www.firstworldwar.com/index.htm">http://www.firstworldwar.com/index.htm</a>  <a href="http://www.spartacus.schoolnet.co.uk/FWW.htm">http://www.spartacus.schoolnet.co.uk/FWW.htm</a>  <a href="http://www.pbs.org/greatwar/">http://www.pbs.org/greatwar/</a></p> <p>Trench Warfare Game: <a href="http://www.bbc.co.uk/schools/worldwarone/hq/trenchwarfare.shtml">http://www.bbc.co.uk/schools/worldwarone/hq/trenchwarfare.shtml</a></p>



	<p>Manifest Destiny                  Monroe Doctrine                  League of Nations                  Treaty of Versailles                  Alliances</p>	<p><b>Differentiation for Diverse Learners/ Accommodations</b>  <b>Special Ed/504:</b>                  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  <b>Multilingual Learners:</b>                  Use simplified text and summaries of content.</p>		<p>World War I was not the war to end all wars, although it helped preserve democracy.</p>	
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		<p>Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p><b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments</p> <p><b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>			
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<p><b>5 classes</b></p> <p><b>2 week</b></p>	<p><b>Unit III – The Progressive Era</b></p> <p><b>Content Statement:</b> Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.</p> <p>An expanding market for international trade promoted policies that resulted in America emerging as a world power.</p> <p><b>Essential Question:</b></p> <p>Who were the reformers, progressives and the muckrakers during the early 1900's?</p> <p>Were Progressives successful at achieving their goals?</p> <p>What does it mean to be progressive?</p> <p>How did the role of women change during this period?</p>	<p><b>Proficiencies:</b> Investigate the social, economic, and political issues of the Progressive Era and whether Progressives were successful at dealing with these issues.</p> <p>Identify and describe key figures of the Progressive Era.</p> <p><b>Skills:</b> See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b></p> <p><b>Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential</p>	<p>Social Studies 6.1.12.CivicsDP.5 <b>6.1.12.CivicsDP.5.a</b> 6.1.12.EconEM.5.a <b>6.1.12.GeoHE.5.a</b> <b>6.1.12.GeoPP.5.a</b> 6.1.12.EconEM.5.a 6.1.12.HistoryNM.5.a 6.1.12.HistoryNM.5.b <b>6.1.12.HistoryCC.5.a</b> <b>6.1.12.HistoryUP.5.a</b> <b>6.1.12.HistoryCA.5.a</b> <b>6.1.12.CivicsDP.6.a</b> <b>6.1.12.CivicsDP.6.b</b> <b>6.1.12.CivicsPR.6.a</b> <b>6.1.12.GeoHE.6.a:</b> 6.1.12.GeoGM.6.a 6.1.12.EconEM.6.a 6.1.12.HistoryCC.6.b 6.1.12.HistoryCC.6.c <b>6.1.12.HistoryCC.6.d</b> <b>6.1.12.HistoryCA.6.a</b> <b>6.1.12.HistorySE.14.a</b></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</p>	<p>Unit Test</p> <p>Essay OR Authentic Assessment</p> <p>Quizzes</p> <p>HW assignments</p> <p>Class Activities</p> <p>Be a Muckracker activity</p> <p>Progressive Era Baseball</p> <p>Facebook style profile for people of the Progressive Era</p> <p>Take Away:</p> <p>As a country we are always reforming and progressing.</p>	<p><i>Excerpt from “The Jungle”</i> <i>Graphic organizer on reformers and laws</i> <i>Political cartoons on prohibition and women’s suffrage</i> <i>Debate on women’s suffrage</i></p> <p>The Jungle</p> <p>Hippo Campus</p> <p>Brainpop</p> <p>Online Textbook</p> <p>Women’s Suffrage: <a href="http://teacher.scholastic.com/activities/suffrage/index.htm">http://teacher.scholastic.com/activities/suffrage/index.htm</a></p> <p>PBS Prohibition Videos: <a href="http://video.pbs.org/video/2082716396">http://video.pbs.org/video/2082716396</a></p>
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	<p><b>Key learning items/concepts:</b>                  Progressive Muckraker                  Women’s suffrage                  Progressive reformers                  Prohibition</p>	<p>vocabulary                  Re-teaching and review                  Graphic organizers                  Scaffolding of assignments                  Guided questions and note taking                  Provide an Outline for writing assessments  <b>Multilingual Learners:</b>                  Use simplified text and summaries of content.                  Use art visuals for students to respond to instead of text.                  Provide copies of notes  <b>At Risk Students:</b>                  Provide copies of presentations and notes                  Extended time on assignments  <b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>	<p>coming into the United States in the late 19th/early 20th century.</p>		
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<p><b>5 classes</b></p> <p><b>2 week</b></p>	<p><b>Unit IV: The Roaring 20's</b></p> <p><b>Content Statement:</b> The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.</p> <p><b>Essential Questions:</b> How did Americans' values change in the 1920s?  Did World War I have an impact on the social, economic and political landscape of United States during the 1920's?  How did the automobile change American society?  <b>How did American culture change during the 1920's?</b></p> <p><b>Key Learning Items/Concepts:</b> Conflict and change Jazz Age Isolationism</p>	<p><b>Proficiencies:</b> Examine the conflict that arose between Americans ready to adopt new manners and ways versus those who tried to resist the forces of change</p> <p>Examine the extension of credit and debt management during 1920's.</p> <p>Evaluate the United States during 1920's with regard to its social, economic and political successes and failures.</p> <p><b>Skills:</b> See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b></p> <p><b>Special Ed/504:</b> Provide copies of notes and presentation</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>Interdisciplinary: Language Arts: Write a one-paragraph response regarding America's attempt at isolationism in the 1920s.</p>	<p>Unit test</p> <p>Unit quizzes</p> <p>Homework Assignments</p> <p>Class Activities</p> <p>Essay or Authentic Assessment</p> <p>Taboo: Roaring 20s</p> <p>“What’s wrong with this picture...” people of the 20’s</p> <p>Roaring 20’s Madlib style activity</p> <p>Infographic on the Roaring 20’s</p> <p>Take Away:</p> <p>Americans learn that prosperity isn’t indefinite.</p>	<p><i>Diagram on the causes and effects of the stock market crash</i> <i>Stock market simulation</i> <i>1920's Advertisements</i></p> <p>The Century: Boom to Bust (DVD)</p> <p>Online Textbook</p> <p>Hippo Campus</p> <p>Brain POP</p> <p>Roaring 20's Websites: <a href="http://www.kidinfo.com/american_history/roaring_twenties.html">http://www.kidinfo.com/american_history/roaring_twenties.html</a></p> <p>Survive the Roaring 20's interactive and game: <a href="http://www.mccord-museum.qc.ca/en/keys/games/game_0_1920s/">http://www.mccord-museum.qc.ca/en/keys/games/game_0_1920s/</a></p> <p>Flappers: <a href="http://www.fashion-era.com/flapper_fashion_1920s.htm">http://www.fashion-era.com/flapper_fashion_1920s.htm</a></p> <p>Jazz Game and Info: <a href="http://pbskids.org/chuck/index.html#/jazz">http://pbskids.org/chuck/index.html#/jazz</a></p>
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	<p>Consumer Economy Speculation</p>	<p>Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary</p> <p>Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p><b>At Risk Students:</b> Provide copies of</p>			
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		presentations and notes Extended time on assignments <b>Gifted and Talented:</b> Vary level of reading and primary source documents			
<b>10 classes</b>  <b>4 Weeks</b>	<b>Unit V: The Great Depression</b>  <b>Content Statement:</b> The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.  Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.  <b>Essential Question:</b>  What were the many long-term and immediate causes of the stock market crash and the Great Depression?	<b>Proficiencies:</b> Analyze the long-term and immediate causes behind the stock market crash and the Great Depression  Assess the application of knowledge and ethical values when making consumer financial decisions  Evaluate FDR and the New Deal (To what extent were they a success or failure?)  Evaluate the impact of the New Deal and changes in ideas about the role of government.	<b>6.1.12.GeoHE.9.a</b> <b>6.1.12.EconNE.9.a</b> <b>6.1.12.EconNE.9.b</b> <b>6.1.12.EconNE.9.c</b> <b>6.1.12.EconNE.9.d</b> <b>6.1.12.A.9.a</b> <b>6.1.12.HistoryCA.9.a</b> <b>6.1.12.HistoryUP.9.a</b> <b>6.1.12.HistorySE.14.a</b>  CR,LL,KS: 9.4.12.CT.2 9.4.12.IML.2: 9.4.12.TL.1:  ELA RH.11-12.1, RH.11-12.3, RH.11-12.6, WHST.11-12.2 a-e  WHST.11-12.8, WHST.11-12.9  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.	Unit test  Unit quizzes  Homework Assignments  Class Activities  Stock a store: What did kids during the depression need?  Football: Great Depression Facts  New Deal Job Posting    Take Away:  The government went from a hands off role to a hand out role in society.  The government and the American lifestyle changed because of the Great Depression.	Sources  Selection of Primary Sources <i>Suggestion(s):</i> <i>Photographs of the Depression</i> <i>Dorthea Lange</i>  <i>Photos and documents of the Great Depression:</i> <a href="http://newdeal.feri.org/index.htm">http://newdeal.feri.org/index.htm</a>  <i>1932 campaign cartoons and music</i> <i>Perspectives on the New Deal (evaluation)</i>  New Deal graphic organizer  Cinderella Man DVD  Surviving The Dust Bowl PBS website & video <a href="http://www.pbs.org/wgbh/americanexperience/films/dustbowl/">http://www.pbs.org/wgbh/americanexperience/films/dustbowl/</a>  Fireside Chats  Hippo Campus  Brain POP  Letters from kids to Eleanor Roosevelt: <a href="http://newdeal.feri.org/eleanor/lh1136.htm">http://newdeal.feri.org/eleanor/lh1136.htm</a>  Farm Life during the depression: <a href="http://www.livinghistoryfarm.org/">http://www.livinghistoryfarm.org/</a>  PBS: <i>Riding the Rails</i>



	<p>What does it mean to be financially literate?</p> <p>How did the Great Depression and the New Deal forever alter the role of the government in the individual and collective lives of Americans?</p> <p><b>How did the Great Depression affect everyday life?</b></p> <p><b>What did the government do in response to the Great Depression?</b></p> <p><b>Key Learning Items/Concepts:</b>                  Stock Market Crash                  Great Depression                  Rugged                  Individualism and the traditional role of government                  Dust Bowl                  The election of 1932                  New Deal                  1st 100 days</p>	<p><b>Describe New Deal Programs.</b></p> <p><b>Identify and describe the causes and effects of the Great Depression.</b></p> <p><b>Skills:</b>                  See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b></p> <p><b>Special Ed/504:</b>                  Provide copies of notes and presentation                  Provide excerpts of primary source documents instead of full documents.                  Provide students with essential vocabulary</p> <p>Re-teaching and review                  Graphic organizers                  Scaffolding of assignments</p>			<p>Posters of the WPA:  <a href="http://memory.loc.gov/ammem/wpaposters/highlights.html">http://memory.loc.gov/ammem/wpaposters/highlights.html</a></p> <p>America in the 1930's:  <a href="http://xroads.virginia.edu/~1930s/front.html">http://xroads.virginia.edu/~1930s/front.html</a></p>
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		<p>Guided questions and note taking Provide an Outline for writing assessments <b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes <b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments <b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>			
<p><b>10 classes (integrated throughout the 1st semester)</b></p>	<p><b>Unit IV: Integrated Research Unit</b>  The primary purpose of the Integrated Research Project is to provide students with the opportunity</p>	<p><b>Proficiencies:</b> Proficiencies vary by CPI, though all projects will require students to demonstrate</p>	<p>6.1</p>	<p>Comprehensive Research project and presentation  Research Written portion Presentation (tech)</p>	<p>Project Sheet  Student Generated Research</p>

	to utilize and apply their accumulated research and 21 <sup>st</sup> century skills. The students will select or be assigned a specific CPI to investigate.  <b>Key Learning Items/Concepts:</b> *See Appendix A and B for a detailed explanation	21 <sup>st</sup> century skills and content knowledge of 6.1.  <b>Skills:</b> Conduct Research Construct a MLA Works Cited page Write a research summary Deliver a technology based presentation			
<b>5 classes</b>  <b>1 week</b>	<b>Midterm Review/ Project</b>				

*Midterm Exam: Units 1-6*

<b>10 classes</b>  <b>4 Weeks</b>	<b>Unit VII: World War II</b>  The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan  Domestic and military policies during World War II continued to deny equal rights to African Americans,	<b>Proficiencies:</b> Discuss the complex cause and effect relationship between the results of World War I and the effects of the Great Depression that lead to the outbreak of World War II  Determine the most significant	<b>6.1.12.CivicsDP.11.a</b> 6.1.12.CivicsHR.11.a <b>6.1.12.CivicsHR.11.b</b> 6.1.12.EconET.11.a 6.1.12.EconNM.11.a <b>6.1.12.HistoryCA.9.a</b> 6.1.12.HistoryCC.11.a <b>6.1.12.HistoryCA.11.a</b> 6.1.12.HistoryCA.11.b 6.1.12.HistoryCC.11.b <b>6.1.12.HistoryCC.11.c</b> 6.1.12.HistoryCC.11.d	Unit test  Unit quizzes  Homework Assignments  Class Activities  Essay or Authentic Assessment  discussion/Choice lesson: Was the US justified in dropping the atomic bomb to end the war with Japan?	Sources  Selection of Primary Sources <i>Suggestion(s):</i> <i>Map of Europe</i> <i>Map of Pacific</i> <i>Hitler's speech in response to Treaty of Versailles</i> <i>Excerpt from Roosevelt's Quarantine Speech</i> <i>Dr. Seuss political cartoons</i> <i>Pearl Harbor eyewitness accounts</i> <i>Band of Brothers Clips</i> <i>Holocaust dilemmas</i> <i>Propaganda posters</i> <i>Timeline of WWII events</i> WWII Battle Chart  Hiroshima: Why the Bomb was Dropped (DVD)
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<p>Asian Americans, and women.</p> <p><b>Essential Questions:</b> How did the results of World War I and the effects of the Great Depression lead to WWII?</p> <p>What effect did World War II have on the American homefront?</p> <p>What was life like at home during WWII?</p> <p>What events lead the United States to go to war?</p> <p>What events took place during WWII?</p> <p>What were the values and beliefs of the participants in WWII?</p> <p><b>Key Learning Items/Concepts:</b> Totalitarianism/Fascism Appeasement Isolationism/Neutrality Allies and Axis Pearl Harbor Mobilization Atlantic Charter D-Day Genocide and the Holocaust War in Pacific/island-hopping Manhattan Project Impact on Minorities and Women Double V</p>	<p>results of World War II?</p> <p>Describe how all Americans, not just the soldiers, helped in the war effort.</p> <p>Identify and describe key figures of WWII.</p> <p>Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p><b>Skills:</b> See Appendix B <b>Differentiation for Diverse Learners/ Accommodations</b></p>	<p>6.1.12.HistoryUP.9.a 6.1.12.HistoryUP.11.a</p> <p>CR,LL,KS:</p> <p>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> <p>Math: Analyze the economic impact of World War II.</p>	<p>Wanted Posters of WWII dictators</p> <p>Twitter Feed for a WWII Soldier</p> <p>Map of Countries</p> <p>Timeline</p> <p>Homefront cookbook ingredients</p> <p>Take Away:</p> <p>World War II impacted people individually, collectively and worldwide.</p>	<p>Online Textbook</p> <p>Hippo Campus</p> <p>Brain POP</p> <p>Japanese Battleship: <a href="http://www.pbs.org/wgbh/nova/military/anatomy-yamato.html">http://www.pbs.org/wgbh/nova/military/anatomy-yamato.html</a></p> <p>German and Japanese Subs: <a href="http://www.pbs.org/wgbh/nova/military/tour-u-869.html">http://www.pbs.org/wgbh/nova/military/tour-u-869.html</a> <a href="http://www.pbs.org/wgbh/nova/military/japan-midget-sub.html">http://www.pbs.org/wgbh/nova/military/japan-midget-sub.html</a></p> <p>Nazi prison escape interactive: <a href="http://www.pbs.org/wgbh/nova/military/nazi-prison-escape-tunnel.html">http://www.pbs.org/wgbh/nova/military/nazi-prison-escape-tunnel.html</a></p>
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	<p>Japanese Internment Bracero Program Code-Talkers</p>	<p><b>Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary</p> <p>Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text.</p>			
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		<p>Provide copies of notes  <b>At Risk Students:</b>                  Provide copies of presentations and notes                  Extended time on assignments  <b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>			
<p><b>10 classes</b> <b>3 weeks</b></p>	<p><b>Unit VIII: The Post-War period and The 1950's.</b></p> <p>Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</p> <p><b>Essential Questions:</b>                  Why and how did the United States and the Soviet Union engage in a “Cold War” after World War 2?                   How is communism different than capitalism?                   How did America help rebuild and protect Europe?</p>	<p><b>Proficiencies:</b>                  Evaluate perspectives on the Cold War and the use of nuclear weapons</p> <p>Considering the domestic and social aspects of the 1950's;                  Debate: How accurate is the image of the 1950s as a period of conservatism and conformity?</p> <p>Identify and describe differences between America and</p>	<p>6.1.12.HistoryCC.12.a                  6.1.12.HistoryCC.12.a                  6.1.12.HistoryCC.12.b                  6.1.12.HistoryCC.12.c                  6.1.12.HistoryCC.12.d:                  6.1.12.HistoryCC.12.e                  6.1.12.HistoryCC.12.e                  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><b>CR,LL,KS:</b>                  9.4.12.CT.2                  9.4.12.IML.2                  9.4.12.TL.1</p> <p><b>ELA</b></p>	<p>Unit test</p> <p>Unit quizzes</p> <p>Homework Assignments</p> <p>Class Activities</p> <p>Essay or Authentic Assessment</p> <p>Map of counties</p> <p>Communism/Capitalism</p> <p>Graphic organizer</p> <p>Baseball game style review</p> <p>Take Away:</p> <p>The Cold War was a struggle between the spread of communism vs. capitalism.</p>	<p>Sources</p> <p>Selection of Primary Sources  <i>Suggestion(s):</i>  <i>“The Butter Battle Book” – Dr. Seuss</i>  <i>Map of Cold War divisions</i>  <i>Truman Doctrine</i>  <i>McCarthy political cartoons</i></p> <p>Online Textbook</p> <p>Hippo Campus</p> <p>Brain POP</p> <p>Google Earth – Tour of Korea                  Google Earth – Tour of countries of the Cold War</p> <p>Military Tech Korean War Interactive:  <a href="http://www.pbs.org/wgbh/nova/military/mig-v-sabre.html">http://www.pbs.org/wgbh/nova/military/mig-v-sabre.html</a></p>

	<p><b>Key Learning Items/Concepts:</b>  <b>Cold War</b>                  Difference between the United States and the Soviet Union                  Containment                  Marshall Plan                  McCarthyism                  Korean War                  Arms Race                  Baby Boom                  GI Bill of Rights                  Mood of 1950s</p>	<p>the Soviet Union.</p> <p>Describe the dangers of the Cold War.</p> <p><b>Skills:</b>                  See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b></p> <p><b>Special Ed/504:</b>                  Provide copies of notes and presentation                  Provide excerpts of primary source documents instead of full documents.                  Provide students with essential vocabulary</p> <p>Re-teaching and review                  Graphic organizers                  Scaffolding of assignments                  Guided questions and note taking                  Provide an Outline for</p>	<p>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:                  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                  Math: Analyze the budget before and after the passage of NSC-68.</p>		
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		<p>writing assessments</p> <p><b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p><b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments</p> <p><b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>			
<p>5 classes 3 weeks</p>	<p><b>Unit IX: Beginnings of the Civil Rights Movement JFK, LBJ and The Civil Rights Movement</b></p> <p>The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for</p>	<p><b>Proficiencies:</b> Trace the origin of the Civil Rights Movement up to the 1950s and its development (strategies, goals, and progress) during 1950s.</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</p>	<p>Unit test</p> <p>Unit quizzes</p> <p>Homework Assignments</p> <p>Class Activities</p> <p>Essay or Authentic Assessment</p> <p>Label a Timeline</p>	<p>Sources</p> <p>Selection of Primary Sources <i>Suggestion(s):</i> “Eyes on the Prize” DVD “I Have a Dream” speech Documents comparing/contrasting MLK and Malcolm X</p> <p>“Eyes on the Prize” DVD</p> <p>Online Textbook</p> <p>Hippo Campus</p>



<p>individuals and groups previously discriminated against.</p> <p><b>Essential Questions:</b></p> <p>To what extent did the Civil Rights Movement achieve its goals both civil rights and socioeconomic goals)?</p> <p>Who were the key figures in the Civil Rights movement?</p> <p>What struggles did African Americans go through as they tried to gain equality?</p> <p>What role did the government play in aiding or preventing equality?</p> <p><b>Key Learning Items/Concepts:</b>                  Brown v. Board of Education of Topeka, Kansas                  Montgomery Bus Boycott                  Little Rock, Arkansas                  Dr. Martin Luther King, Jr. and the SCLC                  CORE                  SNCC                  Sit-ins                  Freedom Rides                  Letter from Birmingham Jail                  Birmingham                  March on Washington, D.C.</p>	<p>Identify and describe key figures in the Civil Rights movement.</p> <p>Describe the injustices and struggles faced by African Americans in this time period.</p> <p><b>Skills:</b>                  See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b></p> <p><b>Special Ed/504:</b>                  Provide copies of notes and presentation                  Provide excerpts of primary source documents instead of full documents.                  Provide students with essential vocabulary</p> <p>Re-teaching and review                  Graphic organizers</p>	<p>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                  6.1.12.HistorySE.13.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.11-12.3, 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 a narrative account that summarizes key social legislation enacted to end poverty (e.g., Economic Opportunity Act of 1964, Medicare and Medicaid, Elementary and Secondary Education Act, Head Start)                  Math: Analyze the economic effects of the Economic Opportunity Act of 1964</p>	<p>Civil Rights Leader Resume</p> <p>Take Away:</p> <p>Although the Civil Rights movement brought about a lot of change we learn that it is an on going process.</p>	<p>Brain POP</p> <p>Civil Rights Timeline:  <a href="http://www.factmonster.com/spot/civilrightstimeline1.html">http://www.factmonster.com/spot/civilrightstimeline1.html</a></p> <p>Timeline to label:  <a href="http://www.neok12.com/diagram/Civil-Rights-Movement-01.htm">http://www.neok12.com/diagram/Civil-Rights-Movement-01.htm</a></p>	
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	<p>Civil Rights Act of 1964                  Voting Rights Act of 1965                  24<sup>th</sup> Amendment                  Black Nationalism</p>	<p>Scaffolding of assignments                  Guided questions and note taking                  Provide an Outline for writing assessments  <b>Multilingual Learners:</b>                  Use simplified text and summaries of content.                  Use art visuals for students to respond to instead of text.                  Provide copies of notes  <b>At Risk Students:</b>                  Provide copies of presentations and notes                  Extended time on assignments  <b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>			
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<p><b>10 classes</b> <b>2 weeks</b></p>	<p><b>Unit X: The 1960's and 1970's- Vietnam and the Era of Activism</b></p> <p>Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</p> <p><b>Essential Questions:</b> Was the Vietnam War justifiable? Did the war improve social justice throughout the world?</p> <p>Did Johnson achieve his "Great Society"?</p> <p>What was the cost of America's involvement in Vietnam?</p>	<p><b>Proficiencies:</b> Analyze US foreign policy after World War 2 to determine its overall effectiveness.</p> <p>Discuss 3 major contemporary social movements of the period and issues related to each.</p> <p>Describe the cause and effect of the Vietnam War.</p> <p><b>Skills:</b> See Appendix B</p>	<p>Social Studies 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 <b>6.1.12.HistoryCA.9.a</b> <b>6.1.12.HistoryCC.13.c</b> <b>6.1.12.HistoryCC.13.d</b> <b>6.1.12.HistoryUP.9.a</b> <b>6.1.12.HistoryUP.13.a</b> <b>6.1.12.HistorySE.13.a</b> <b>6.1.12.HistorySE.14.a</b></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-</p>	<p>Unit test</p> <p>Unit quizzes</p> <p>Homework Assignments</p> <p>Class Activities</p> <p>Essay or Authentic Assessment</p> <p>Lottery Activity</p> <p>Infographic on Vietnam</p> <p>Protest signs</p> <p>Counterculture Bingo</p> <p>Take Away: The Vietnam War time period was one of division and</p>	<p>Sources</p> <p>Selection of Primary Sources <i>Suggestion(s):</i> <i>Oral History from Vietnam vet</i> <i>Gulf of Tonkin Resolution</i> <i>Protest Music – "Ohio"</i> <i>Vietnam timeline (1954-1975)</i> <i>Graphic organizer on social movements</i></p> <p>The Century: Unpinned (DVD)</p> <p>Online Textbook</p> <p>Thirteen Days (DVD)</p> <p>Hippo Campus</p> <p>Brain POP</p> <p>Vietnam Draft Lottery: <a href="http://www.sss.gov/lotter1.htm">http://www.sss.gov/lotter1.htm</a></p> <p>Counterculture Wiki <a href="http://1960scounterculture.wikispaces.com/Elementary+Lesson">http://1960scounterculture.wikispaces.com/Elementary+Lesson</a></p>

	<p>What social movements rose to prominence during this time period and what impact did each have on the United States?</p> <p><b>Key Learning Items/Concepts:</b>                  JFK's and LBJ's Foreign Policy                  Domino Theory                  Vietnam                  Gulf of Tonkin Resolution                  Tet Offensive                  Protest Movements                  Election of 1968                  Vietnamization                  Great Society                  Warren Court                  Women's Movement                  Roe v. Wade                  Ethnic Minorities                  Counterculture                  Social Movements</p>	<p><b>Differentiation for Diverse Learners/ Accommodations</b></p> <p><b>Special Ed/504:</b>                  Provide copies of notes and presentation                  Provide excerpts of primary source documents instead of full documents.                  Provide students with essential vocabulary</p> <p>Re-teaching and review                  Graphic organizers                  Scaffolding of assignments                  Guided questions and note taking                  Provide an Outline for writing assessments</p> <p><b>Multilingual Learners:</b>                  Use simplified text and summaries of content.</p>	<p>12.6, WHST.11-12.7, WHST.11-12.9</p> <p>Interdisciplinary:                  Language Arts: Write an argumentative essay regarding 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</p>	<p>disillusionment in our country.</p> <p>America's involvement in Vietnam was costly.</p>	<p>Vietnam resources:  <a href="http://www.42explore2.com/vietnam.htm">http://www.42explore2.com/vietnam.htm</a></p>
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		<p>Use art visuals for students to respond to instead of text. Provide copies of notes <b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments <b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>			
<p>5 classes 6 Weeks</p>	<p><b>Unit XI: Nixon to the Present: Overview and possible focus of Research Project</b></p> <p><b>Essential Question:</b> How were the events of this time period a product of past events.</p> <p>What lessons do they provide for the present challenges facing America and the world?</p> <p>What current challenges does America face?</p> <p>What future challenges and changes will</p>	<p><b>Proficiencies:</b> Trace various events of this period to their past origins</p> <p>Speculate how the lessons learned will help America and the world today and into the future</p> <p>Assess challenges the global community currently faces and predict obstacles that will develop as the 21<sup>st</sup></p>	<p>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</p>	<p>Unit test</p> <p>Unit quizzes</p> <p>Homework Assignments</p> <p>Class Activities</p> <p>Essay or Authentic Assessment</p> <p>Presidential Resumes</p> <p>“Taboo” style review game</p> <p>Infographic on the War on Terror</p> <p>Football style review</p>	<p>Sources</p> <p>Selection of Primary Sources <i>Suggestion(s): Transcripts from Watergate</i></p> <p>*There are ample materials available due to the breadth and depth of the content of this unit. * It is suggested that the content of this period be tied to the integrated research project.</p> <p>Online Text</p> <p>YouTube clips of Moon Landing</p> <p>You Tube Clips of Reagan’s assassination</p> <p>Hippo Campus</p> <p>Brain POP</p>

	<p>America have to deal with?</p> <p><b>Key Learning Items/Concepts:</b>                  Energy Crisis                  Moon Landing                  Watergate                  Ford Administration                  Carter Domestic Policy                  Carter Foreign Policy (Camp David)                  Election of 1980                  The New Conservatism                  The Reagan Revolution                  Reagan’s Legacy                  George HW Bush’s Presidency                  William Clinton’s Presidency                  George W Bush’s Presidency                  War on Terror                  Technology and its impact on society.                  Challenges of the 21<sup>st</sup> Century                  On</p>	<p>Century progresses. Consider solutions to these problems.</p> <p>Develop an understanding of risk management and how it applies to problem solving.</p> <p><b>Skills:</b>                  See Appendix B</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b></p> <p><b>Special Ed/504:</b>                  Provide copies of notes and presentation                  Provide excerpts of primary source documents instead of full documents.                  Provide students with essential vocabulary</p> <p>Re-teaching and review</p>	<p>6.1.12.HistoryCA.14.a                  a                  6.1.12.HistoryCA.14.b                  b                  6.1.12.HistoryCA.14.c                  c                  6.1.12.HistoryCC.14.a                  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                  b                  6.1.12.HistoryCC.14.c                  c                  6.1.12.HistoryCC.14.d                  d                  6.1.12.HistoryCC.14.e                  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                  a                  6.1.12.HistoryCC.15.b                  b                  6.1.12.HistoryCC.15.c                  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                  a                  6.1.12.HistoryCC.16.b                  b                  6.3.12.GeoGI.1                  6.3.12.CivicsHR.1                  6.3.12.CivicsPD.1</p>	<p>“What’s wrong with this picture...” decades review.</p> <p>Time machine – travel to the future</p> <p>Travel Brochure</p> <p>Take Away:                  Present day events have ties to the past.</p>	<p>Forest Gump (DVD)</p> <p>History Channel: <i>The Presidents</i></p> <p>Google Earth – Tour of the world</p> <p>Modern Military Tech Interactive:  <a href="http://www.pbs.org/wgbh/nova/military/stealth-aircraft.html">http://www.pbs.org/wgbh/nova/military/stealth-aircraft.html</a>  <a href="http://www.pbs.org/wgbh/nova/military/see-spy-photos.html">http://www.pbs.org/wgbh/nova/military/see-spy-photos.html</a></p>
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		<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><b>Multilingual Learners:</b></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><b>At Risk Students:</b></p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p><b>Gifted and Talented:</b></p> <p>Vary level of reading and primary source documents</p>	<p>CR,LL,KS: 9.4.12.CT.2 9.4.12.GCA.1 9.4.12.IML.2: 9.4.12.IML.5 9.4.12.IML.6 9.4.12.IML.7: 9.4.12.TL.1:</p> <p>ELA RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.9, WHST.11-12.2a-f, WHST.11-12.6, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9</p> <p>Interdisciplinary: Language Arts: Write an argumentative essay regarding 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</p>		
<p>10 classes (integrated throughout)</p>	<p>Unit IV: Integrated Research Unit</p>	<p><b>Proficiencies:</b> Proficiencies vary by CPI, though all</p>	<p>6.1</p>	<p>Comprehensive Research project and presentation</p>	<p>Project Sheet</p> <p>Student Generated Research</p>

<p>the 2<sup>nd</sup> semester)</p>	<p>The primary purpose of the Integrated Research Project is to provide students with the opportunity to utilize and apply their accumulated research and 21<sup>st</sup> century skills. The students will select or be assigned a specific CPI to investigate.</p> <p><b>Key Learning Items/Concepts:</b> *See Appendix A and B for a detailed explanation</p>	<p>projects will require students to demonstrate 21<sup>st</sup> century skills and content knowledge of 6.1.</p> <p><b>Skills:</b> Conduct Research Construct a MLA Works Cited page Write a research summary Deliver a technology based presentation</p>		<p>Research Written portion Presentation (tech)</p>	
<p>5 classes 1 Week</p>	<p><b>Final Review/ Project</b></p>				



**Integrated Research Unit:**

**Summary**

In order to ensure that a variety of research skills are imbedded into our curriculum, we have created an Integrated Research Unit for each semester of each US History class (4 total). The content of this unit is flexible as is the product (i.e., PowerPoint presentation, video, etc.) The skills are what will remain constant in an effort to develop them throughout a student's experience as a history student at MHS.

**The required skills are as follows:**

1. **Gathering source information** – Students will be able to identify valid, reliable, and relevant sources. This includes Internet sites, reference books, non-reference books, newspaper articles, and other print sources.
2. **Citations** – Students will be able to properly site information in a Works Cited/Bibliography as well as in-text citations when applicable.
3. **Analysis and Synthesis of Research** – Students will be able to analyze sources in a constructive way. They will be able to identify important information, relate that information to their research topic, and synthesize information to complete their product.
4. **Written expression** – Students will be able to create a written component of their research. The written component can be in the form of an essay (persuasive, informative, etc.), a formal research paper, a speech, etc. The emphasis is on the student's ability to form a comprehensive, organized, and detailed product related to their research that is entirely of their own efforts; time should be provided to discuss plagiarism and how to avoid it.
5. **Visual/Oral expression** – Students will be able to present their research using visual and public-speaking skills. Students will create a presentation for the class based on their findings. It is suggested that this component emphasize technology.
6. **Technology** – Students will be able to utilize various types of technology, such as PowerPoint, video-streaming, etc. as a part of the research process. Technology is infused throughout the unit in the form of both research methods as well as student products.
7. **Personal Financial Literacy**- Students will be able to demonstrate personal and civic financial literacy. Students will be able to apply financial knowledge and skills when making ethical consumer and financial decisions.

*Social Studies* – 6.1

*Language Arts* – 3.1 G1, 5, 10; H1, 3-6; 3.2; 3.3 (oral presentation); 3.5

*Technology* - 8.1 A5, B7, 12

*21<sup>st</sup> Century Life and Careers*- 9.2

<b>Social Studies Skills Table</b>	
<b>Essential Question:</b> What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?	
<b>Social Studies Skill</b>	<b>9-12</b>
<b>Chronological Thinking</b>	<ul style="list-style-type: none"><li>● Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</li><li>● Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li></ul>
<b>Spatial Thinking</b>	<ul style="list-style-type: none"><li>● Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</li><li>● Relate current events to the physical and human characteristics of places and regions.</li></ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"><li>● Distinguish valid arguments from false arguments when interpreting current and historical events.</li><li>● Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</li></ul>
<b>Presentational Skills</b>	<ul style="list-style-type: none"><li>● Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</li></ul>

**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*

Possible Curricular Modifications:

<p><b>Interdisciplinary Connections</b></p>	<p><u><b>Connections to NJSL – English Language Arts:</b></u></p> <p><b>WHST.9-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p><b>WHST.9-12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research</p> <p><b>RST.11-12.1:</b> Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p><u><b>Connections to NJSL – Mathematics</b></u></p> <p><b>MP.4:</b> Model with mathematics.</p> <p><b>NJLSA.SL1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>NJLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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<b>Career Readiness, Life Literacies, and Key Skills</b>	<ul style="list-style-type: none"> <li>● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</li> <li>● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li> <li>● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.</li> <li>● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</li> <li>● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</li> <li>● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</li> <li>● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</li> <li>● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</li> <li>● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</li> </ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.</li> <li>● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.</li> <li>● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.</li> <li>● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</li> <li>● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</li> </ul>

	<ul style="list-style-type: none"> <li>8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.</li> </ul>
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List of Accommodations and Modifications

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
Assessments	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.
	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**

Provide a variety of concrete examples from familiar contexts



Instructional Activities	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
	Provide study guides and support outside of class time to review before assessments (common

Assessments	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

<b>Pascack Valley Regional High School District</b>	
<b>Social Studies/Business Accommodations/Modifications</b>	
<b>Category</b>	<b>Multilingual Learners Accommodations/Modifications</b>
<b>Instructional Activities</b>	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
<b>Independent Practice &amp; Assignments</b>	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

<b>Pascack Valley Regional High School District</b>	
<b>Social Studies/Business Accommodations/Modifications</b>	
<b>Category</b>	<b>Gifted and Talented Accommodations/Modifications</b>

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 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.

**Career Ready Practices**

**World  
History**

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<p><b>CRP1. Act as a responsible and contributing citizen and employee</b> 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</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</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</p>	<p>As in all Social Studies classes, throughout the US 2 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>
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<p>serve the greater good.</p>	<p>basis.</p>	<p>conducted in each school twice per year.</p>	
<p><b>CRP2. Apply appropriate academic and technical skills.</b> 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 US II 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><b>CRP3. Attend to personal health and financial well-being.</b>                  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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<p><b>CRP4. Communicate clearly and effectively and with reason.</b> 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.</p>	<p>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.</p>	<p>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.</p>	<p>All units of US II 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.</p>
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<p><b>CRP5. Consider the environmental, social and economic impacts of decisions.</b> 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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<p><b>CRP6. Demonstrate creativity and innovation.</b>                  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.</p>	<p>All units in World History include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.</p>	<p>All units in US I include problem-solving activities and simulations to apply historical concepts and skills to real-world, modern issues.</p>	<p>All units in US II include problem-solving activities and simulations to apply historical concepts and skills to real-world, modern issues.</p>
<p><b>CRP7. Employ valid and reliable research strategies.</b>                  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</p>	<p>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,</p>	<p>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</p>	<p>All units of US II include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary,</p>

<p>evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.</p>	<p>periodicals, library historical databases and online historical research databases.</p>	<p>historical databases and online historical research databases.</p>	<p>secondary, periodicals, library historical databases and online historical research databases.</p>
<p><b>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</b>          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.</p>	<p>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.</p>	<p>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.</p>	<p>All units of US II 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.</p>

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<p><b>CRP9. Model integrity, ethical leadership and effective management.</b>  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.</p>	<p>The Holocaust is used to study human behavior, patterns of discrimination, morality and ethics.</p>	<p>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.</p>	<p>Case studies on the ethical decisions behind use of the Atomic Bomb are examined.</p>
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<p><b>CRP10. Plan education and career paths aligned to personal goals.</b> Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>		<p>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.</p>	<p>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).</p>
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**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.

Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of World History.

Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US I.

Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US II.

**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

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.

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.

In all units of US II 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



team meetings.			importance to the modern global society.
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