Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies COURSE US History II

Curriculum Development Timeline

School: Ocean Township High School

Course: US History II

Department: Social Studies

Board Approval	Supervisor	Notes
August 2009	Gina Hagerman	Born Date
September 2012	Stephen Sarles	Revisions
June 2016	Chris Wilson	Revisions
December 2017	John Bosmans	Update Standards
March 2019	John Bosmans	Review
August 2022	Michael Emmich	Alignment to New Standards & Incorporate State Standards
August 2024	Cecilia Vila	Updated to Include New State Mandates
August 2026	Cecilia Vila	Alignment to New Standards & Revisions

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:
Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies COURSE US History II

Township of Ocean Pacing Guide			
Week	Marking Period 1	**Week**	Marking Period 3
1	The Emergence of Modern America: Progressive Reforms	11	The Emergence of Modern America: Roaring Twenties
2	The Emergence of Modern America: Progressive Reforms	12	The Emergence of Modern America: Roaring Twenties
3	The Emergence of Modern America: Progressive Reforms	13	The Great Depression and World War II: The Great Depression
4	The Emergence of Modern America: Progressive Reforms	14	The Great Depression and World War II: The Great Depression
5	The Emergence of Modern America: World War I	15	The Great Depression and World War II: The New Deal
Week	Marking Period 2	**Week**	Marking Period 4
6	The Emergence of Modern America: World War I	16	The Great Depression and World War II: World War II
7	The Emergence of Modern America: World War I	17	The Great Depression and World War II: World War II
8	The Emergence of Modern America: World War I	18	The Great Depression and World War II: World War II
9	The Emergence of Modern America: Roaring Twenties	19	The Great Depression and World War II: World War II
10	The Emergence of Modern America: Roaring Twenties	20	The Great Depression and World War II: World War II FINAL EXAMS

Holocaust Education: World War I unit, World War II unit
AAPI: World War II unit, Roaring Twenties unit
Amistad Education: Progressive Reforms unit, World War I unit, Roaring Twenties unit
Climate Change Mandate: Progressive Reforms unit, Great Depression unit, World War II unit
LGBT/Persons with Disabilities Mandate: World War II unit

Home of the Spartans!
#spartanlegacy

DEPARTMENT Social Studies COURSE US History II

Diversity, Equity, and Inclusion Mandate: Progressive Reforms unit, Roaring Twenties unit, New Deal unit, World War II unit

Core Instructional & Supplemental Materials including various levels of Texts
The Americans (College Prep/ADV), *The American Pageant* (AP) DBQ Project Online , NEWSELA, Choices Program, *The American Spirit* Vol 2 (AP) Kahoot, Quizlet Live, Google Classroom, Google Suite, NJDOE DEI Resources, NJDOE Climate Change Resources, Alan Turing article

Time Frame	Four (4) weeks

Topic
The Emergence of Modern America: Progressive Reforms (1890-1930)

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

DEPARTMENT Social Studies COURSE US History II

6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power
6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone)

Learning Objectives and Activities

Students will be able to:

- Describe the impact of technological advances on turn-of-the-century urban planning.
- Summarize turn of the century communication devices.
- Analyze the expansion of public education at the turn-of-the-century.
- Describe the growth of higher education.
- Trace the historical underpinnings of legalized segregation and the African-American struggle against racism in the U.S. (Amistad Mandate)
- Summarize turn-of-the-century race relations in the North and the South.
- Identify discrimination against minorities in the American West. (DEI Mandate)
- Give examples of turn-of-the-century leisure activities and popular sports.
- Analyze the spread of mass culture in the U.S. at the turn of the century.
- Describe turn of the century innovations in marketing and advertising.
- Explain the four goals of progressivism.
- Summarize progressive efforts to clean up government.
- Identify progressive efforts to reform state government, protect workers, and reform elections.
- Describe the growing presence of women in the workforce at the turn of the 20th century.
- Identify leaders of the women's suffrage movement.
- Explain how women's suffrage was achieved.
- Describe the events of President Theodore Roosevelt's presidency.
- Explain how Roosevelt used the power of the presidency to regulate business.
- Identify laws passed to protect public health and the environment. (Climate Change Mandate)
- Summarize Roosevelt's stand on civil rights.
- Summarize the events of the Taft administration.
- Explain the division in the Republican Party.
- Describe the election of 1912.
- Describe Woodrow Wilson's background and the progressive reforms of his presidency.

- List the steps leading to women's suffrage.
- Explain the limits of Wilson's progressivism.

Activities:
- Chapter worksheets
- Graphic organizers
- Chapter notes
- Open-ended questions
- Political cartoons
- Collaborative work
- Do Nows

Assessments

Formative:
- Unit quizzes / tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source and/or political cartoon analysis
- Reading w/ note-taking and/or annotation
- Do Nows

Summative:
- Unit quizzes
- Unit tests
- Open-ended essay(s)
- Project(s)/Presentations

Benchmark:
- DBQ analysis

Alternative:
- Kahoot, Quizlet Live, etc.

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

DEPARTMENT Social Studies COURSE US History II

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis, Essay Construction
- Students will analyze and interpret primary source documents, students will conduct research to compile research papers/essays

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **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.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - **9.4.12.IML.2**: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

- Students will select and evaluate the media platform which best suits their project needs.
  - **9.4.12.IML.2**: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - **9.4.12.TL.3**: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP11: Students will evaluate how technology increased productivity of Americans in major cities during the time period and relate to how technology has impacted their lives and production around the globe in the 21st century.

Time Frame	Four (4) weeks

Topic

The Emergence of Modern America: World War I (1890-1930)

Alignment to Standards

- **6.1.12.HistoryCA.7.b:** Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
- **6.1.12.CivicsDP.7.a:** Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- **6.1.12.HistoryUP.7.a:** Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries
- **6.1.12.EconNM.7.a**: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
- **6.1.12.HistoryCC.7.a:** Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership
- **6.1.12.HistoryCA.7.a:** Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.

DEPARTMENT Social Studies COURSE US History II

- **6.1.12.HistoryCA.7.c:** Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

Learning Objectives and Activities

Students will be able to:

- Explain the economic and cultural factors that fueled the growth of American imperialism.
- Describe how the U.S. acquired Alaska. Summarize how the U.S. took over the Hawaiian Islands.
- Contrast American opinions regarding the Cuban revolt against Spain.
- Identify events that escalated the conflict b/w the U.S. and Spain.
- Trace the course of the Spanish-American War and its results
- Describe U.S. involvement in Puerto Rico and in Cuba
- Identify causes and effects of the Philippine-American War.
- Explain the purpose of the Open Door Policy in China.
- Summarize the views regarding U.S. imperialism.
- Explain how T. Roosevelt's foreign policy promoted American power around the world.
- Describe how Wilson's missionary diplomacy ensured U.S. dominance in Latin America.
- Identify the long-term causes and the immediate circumstances that led to WWI.
- Describe the first 2 years of the war
- Summarize U.S. public opinion about the war.
- Explain why the U.S. entered the war.
- Describe how the U.S. mobilized for war.
- Summarize U.S. battlefield successes.
- Identify the new weapons and the medical problems faced in WWI.
- Describe U.S. offensives and the end of the war.
- Explain how business and government cooperated during the war.
- Show how the government promoted the war.
- Describe the attacks on civil liberties that occurred.
- Summarize the social changes that affected African-Americans and women.
- Describe the ways in which Black American soldiers distinguished themselves in service while also suffering segregation and discrimination that would fuel civil rights efforts at home. (Amistad Mandate)
- Analyze the systematic attempts by the Ottoman Empire to exterminate the Armenian population during World War I and how those events inspired the later actions of Adolph Hitler. (Holocaust Mandate)

- Summarize Wilson's 14 points.
- Describe the Treaty of Versailles and international and domestic reaction to it.

Activities:
- Chapter worksheets
- Graphic organizers
- Chapter notes
- Open-ended questions
- Political cartoons
- Collaborative work
- Do Nows

Assessments

Formative:
- Unit quizzes / tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source and/or political cartoon analysis
- Reading w/ note-taking and/or annotation
- Do Nows

Summative:
- Unit quizzes
- Unit tests
- Open-ended essay(s)
- Project(s)/Presentation(s)

Benchmark:
- DBQ analysis

Alternative:
- Kahoot, Quizlet Live, etc.

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

DEPARTMENT Social Studies COURSE US History II

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

- Students will read, analyze, and debate primary source documents on various foreign policy decisions during the time period.
- Primary Source analysis, DBQ and Political Cartoon Analysis, research paper

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **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.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - **9.4.12.IML.2**: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

- Students will select and evaluate the media platform which best suits their project needs.
  - **9.4.12.IML.2**: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - **9.4.12.TL.3**: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

Time Frame	Four (4) weeks

Topic

The Emergence of Modern America: Roaring Twenties (1890-1930)

Alignment to Standards

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

DEPARTMENT Social Studies COURSE US History II

Learning Objectives and Activities

Students will be able to:

- Summarize the reaction in the U.S. to the perceived threat of Communism.
- Analyze the causes and effects of the quota system in the U.S, particularly with regard to the ways in which it excluded immigrants from Asia (AAPI Mandate)
- Describe some of the postwar conflicts between labor and management.
- Contrast Harding's policy of "normalcy" with progressive era reforms.
- Identify scandals that plagued the Harding administration.
- Summarize the impact of the automobile and other consumer goods on American life.
- Explain how prosperity affected different groups of Americans.
- Explain in what ways the country's prosperity was superficial.
- Explain how urbanization created a new way of life that often clashed with the values of traditional rural society.
- Describe the controversy over the role of science and religion in American education and society in the 1920s.
- Explain how the image of the flapper embodied the changing values and attitudes of young women in the 1920s. (DEI Mandate)
- Identify the causes and results of the changing roles of women in the 1920s. (DEI Mandate)
- Describe the popular culture of the 1920s.
- Explain why the youth-dominated decade came to be called the Roaring Twenties.
- Identify the causes and results of the migration of African Americans to Northern cities in the early 1900s. (Amistad Mandate)
- Describe the prolific African-American artistic activity that became known as the Harlem Renaissance.

Activities:

- Chapter worksheets
- Graphic organizers
- Chapter notes
- Open-ended questions
- Political cartoons
- Collaborative work
- Do Nows

Assessments

Formative:

- Unit quizzes / tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source and/or political cartoon analysis
- Reading w/ note-taking and/or annotation
- Do Nows

Summative:
- Unit quizzes
- Unit tests
- Open-ended essay(s)
- Project(s)/Presentation(s)

Benchmark:
- DBQ analysis

Alternative:
- Kahoot, Quizlet Live, etc.

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis, Construct essay using proper citations.
- Close Reading Strategies, Primary Source Analysis, Construct essay using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **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.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - **9.4.12.IML.2**: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
  - **9.4.12.IML.2**: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - **9.4.12.TL.3**: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

DEPARTMENT Social Studies COURSE US History II

Time Frame	Two (2) weeks

Topic

The Great Depression and World War II: The Great Depression (1929-1945)

Alignment to Standards

- **6.1.12.A.9.a:** Analyze how the actions and policies of the United States government contributed to the Great Depression.
- **6.1.12.GeoHE.9.a:** Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- **6.1.12.EconNE.9.c:** Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- **6.1.12.EconNE.9.a:** Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit)
- **6.1.12.EconNE.9.d:** Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- **6.1.12.EconNE.9.b:** Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability
- **6.1.12.HistoryCA.9.a:** Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- **6.1.12.HistoryUP.9.a:** Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

Learning Objectives and Activities

Students will be able to:

- Summarize the critical problems threatening the American economy in the late 1920s.
- Analyze the ways in which the Dust Bowl reshaped American thought about how human actions can affect the climate and the environment. (Climate Change Mandate)
- Describe the causes of the stock market crash and Great Depression.
- Explain how the Great Depression affected the economy in the U.S. and throughout the world.
- Describe how people struggled to survive during the Depression.
- Explain how the Depression affected men, women, and children.
- Explain Hoover's initial response to the Depression.
- Summarize the actions Hoover took to help the economy and the hardship suffered by Americans.
- Describe the Bonus Army and Hoover's actions toward it.

DEPARTMENT Social Studies COURSE US History II

Activities:
- Chapter worksheets
- Graphic organizers
- Chapter notes
- Open-ended questions
- Political cartoons
- Collaborative work
- Do Nows

Assessments

Formative:
- Unit quizzes / tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source and/or political cartoon analysis
- Reading w/ note-taking and/or annotation
- Do Nows

Summative:
- Unit quizzes
- Unit tests
- Open-ended essay(s)
- Project(s)

Benchmark:
- DBQ analysis

Alternative:
- Kahoot, Quizlet Live, etc.

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build

on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

- Close Reading Strategies, Primary Source Analysis, Construct essay using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **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.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - **9.4.12.IML.2**: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.

- **9.4.12.IML.2**: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - **9.4.12.TL.3**: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP3: Students will discuss and evaluate investing in the stock market and the various financial impacts that can happen to an individual when investing through the use of a simulated stock market game.

Time Frame	One (1) week

Topic

The Great Depression and World War II: New Deal (1929-1945)

Alignment to Standards

- **6.1.12.CivicsPR.10.b:** Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
- **6.1.12.CivicsPR.10.a:** Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- **6.1.12.EconEM.10.a:** Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society
- **6.1.12.GeoHE.10.a:** Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment
- **6.1.12.EconoNM.10.a:** Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression
- **6.1.12.EconoNM.10.b:** Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
- **6.1.12.HistoryCA.10.c**: Analyze how other nations responded to the Great Depression.
- **6.1.12.HistoryCA.10.a:** Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New

Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).

- **6.1.12.HistoryCA.10.b:** Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.

Learning Objectives and Activities

Learning Objectives:

- Summarize the initial steps Roosevelt took to reform banking and finance.
- Describe New Deal work programs.
- Identify critics of FDR's New Deal.
- Describe the purpose of the 2nd New Deal.
- Summarize New Deal programs for farmers.
- Identify the 2nd New Deal programs aimed at assisting young people and professionals.
- Summarize labor and economic reforms carried out under the 2nd New Deal.
- Analyze the effects of the New Deal programs on women.
- Describe FDR's attitude toward African Americans/Black Americans and how New Deal programs helped to elevate the status of Black Americans politically, economically and socially. (DEI Mandate)
- Identify the groups that formed the New Deal coalition.
- Describe the supporters of FDR's New Deal.
- Describe the entertainment provided by motion pictures and radio.
- Identify some of the artists and writers of the New Deal era.
- Summarize opinions about the effectiveness of the New Deal.
- Describe the legacies of the New Deal.

Activities:

- Chapter worksheets
- Graphic organizers
- Chapter notes
- Open-ended questions
- Political cartoons
- Collaborative work
- Do Nows

Assessments

Formative:

- Unit quizzes / tests

- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source and/or political cartoon analysis
- Reading w/ note-taking and/or annotation
- Do Nows

Summative:
- Unit quizzes
- Unit tests
- Open-ended essay(s)
- Project(s)

Benchmark:
- DBQ analysis

Alternative:
- Kahoot, Quizlet Live, etc.

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- Close Reading Strategies, Primary Source Analysis, Construct essay using proper

citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - **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.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
    - **9.4.12.IML.2**: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
    - **9.4.12.IML.2**: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
    - **9.4.12.TL.3**: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP5 - Students will analyze the environmental, social, and economic decisions of FDR during the time of the New Deal

Time Frame	Five (5) weeks

DEPARTMENT Social Studies COURSE US History II

Topic
The Great Depression and World War II: World War II (1929-1945)

Alignment to Standards

- **6.1.12.HistoryCA.11.b:** Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact)
- **6.1.12.CivicsDP.11.a:** Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
- **6.1.12.CivicsHR.11.a:** Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- **6.1.12.EconET.11.a:** Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
- **6.1.12.EconNM.11.a:** Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
- **6.1.12.History CC.11.b:** Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- **6.1.12.HistoryCA.11.a:** Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
- **6.1.12.HistoryCC.11.c:** Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- **6.1.12.HistoryCC.11.d:** Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- **6.1.12.CivicsHR.11.b**: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- **6.1.12.HistoryCC.11.a:** Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

Learning Objectives and Activities

Students will be able to:

- Identify the types of government that took power in Russia, Italy, Germany, and Japan after WWI.
- Describe the details of America's turn to isolationism in the 1930s.
- Explain Hitler's motives for expansion and how Britain and France responded.
- Describe the blitzkrieg tactics that Germany used against Poland.
- Summarize the first battles of World War II.

DEPARTMENT Social Studies COURSE US History II

- Explain the reasons behind the Nazis' persecution of the Jews and the problems facing Jewish refugees.
- Describe how the Holocaust included the targeting of Homosexuals as part of Hitler's Final Solution, along with the extermination of those with disabilities and other segments of society that the Nazis deemed unwanted.
- Describe the Nazis' "final solution" to the Jewish problem and the horrors of the Holocaust. (Holocaust Mandate)
- Identify and describe the profound and lasting effects of the Holocaust on survivors.
- Describe the U.S. response to the outbreak of war in Europe in 1939.
- Explain how FDR assisted the Allies without declaring war.
- Summarize the events that brought the U.S. into armed conflict with Germany.
- Describe the American response to the Japanese attack on Pearl Harbor.
- Explain how the U.S. expanded its armed forces in WWII.
- Describe the wartime mobilization of industry, labor, scientists, and the mediaTrace the efforts of the U.S. government to control the economy and deal with alleged subversion.
- Summarize the Allies' plan for winning the war.
- Identify events in the war in Europe.
- Describe the liberation of Europe.
- Identify key turning points in the war in the Pacific.
- Describe the allied offensive against the Japanese.
- Research the ways in which Asian Americans were persecuted during WWII (Ex-Japanese internment) while also making profound contributions on the battlefield. (AAPI Mandate)
- Explain both the development of the atomic bomb and debates about its use.
- Describe the challenges faced by the Allies in building a just and lasting peace.
- Describe the economic and social changes that reshaped American life during WWII.
- Summarize both the opportunities and the discrimination African Americans and other minorities experienced during the war. (DEI Mandate)
- Research the environmental impact of radiation on WWII Hiroshima and Nagasaki survivors as well as soil and ground water contamination after the dropping of two atomic bombs. (Climate Change Mandate)
- Review the ways in which Alan Turing helped to break the Enigma code, thereby helping the Allies win World War II, but was also persecuted by the British government for his sexual orientation. (LGBT/PwD Mandate)

Activities:

- Chapter worksheets

- Graphic organizers
- Chapter notes
- Open-ended questions
- Political cartoons
- Collaborative work
- Do Nows

Assessments

Formative:
- Unit quizzes / tests
- Teacher observation
- Class / group participation
- Class discussion
- Class debate
- Primary source and/or political cartoon analysis
- Reading w/ note-taking and/or annotation
- Do Nows

Summative:
- Unit quizzes
- Unit tests
- Open-ended essay(s)
- Project(s)

Benchmark:
- DBQ analysis

Alternative:
- Kahoot, Quizlet Live, etc.

Interdisciplinary Connections

English Language Arts (NJSLS ELA 2023)
RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

DEPARTMENT Social Studies COURSE US History II

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

- Close Reading Strategies, Primary Source Analysis, Construct essay using proper citations.
- Close Reading Strategies, Primary Source Analysis, Construct essay from various resources using proper citations.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **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.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - **9.4.12.IML.2**: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.

- **9.4.12.IML.2**: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - **9.4.12.TL.3**: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP4 / **CRP9**: Students will analyze whether decisions made by global leaders during WWII were ethical based on the rationale provided and if not be able to present and synthesize why such decisions were not ethical and how they negatively impacted global society.
CRP5: Students will analyze the global impact of WWII and policy implemented during this time period to study the environmental, social, and economic impact of decisions made by government leaders.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Curriculum Companion
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated

- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns