

Audubon Public Schools



US II

Curriculum Guide

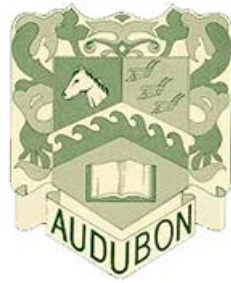
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Course Description

Grade 10: United States History II

This is a survey course of American history from the Gilded Age of the late 1800s to the present. In this course students will examine and analyze the liberal and conservative policies that the government has adopted at various times in order to meet domestic and foreign responsibilities. It is stressed that over the years the United States government has made changes of policy within the framework of the Constitution as new issues have made it necessary to readjust priorities in order to meet the needs of American society. A technique of relating current government policies and domestic and foreign events to past history is used to help put the country's historical past into perspective. The course is planned to develop in the student an understanding of America's political, economic, and cultural growth through the present.

Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1	<ul style="list-style-type: none"> ● 6.1.12.EconEM.5.a ● 6.1.12.GeoHE.5.a ● 6.1.12.CivicsDP.6.a ● 6.1.12.CivicsDP.6.b ● 6.1.12.CivicsPR.6.a ● 6.1.12.GeoHE.6.a ● 6.1.12.GeoGM.6.a ● 6.1.12.EconNE.6.a ● 6.1.12.HistoryCC.6.c ● 6.1.12.HistoryCC.6.d ● 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.HistoryUP.7.a 	<ul style="list-style-type: none"> ● RH.11-12.4 ● RH.11-12.6 ● RH.11-12.7 ● RH.11-12.8 ● WHST.11-12.1 ● WHST.11-12.4 ● WHST.11-12.7 ● WHST.11-12.9
Unit 2	<ul style="list-style-type: none"> ● 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.GeoHE.9.a ● 6.1.12.EconNE.9.a ● 6.1.12.EconNE.9.b ● 6.1.12.EconNE.9.c 	<ul style="list-style-type: none"> ● RH.11-12.4 ● RH.11-12.6 ● RH.11-12.7 ● RH.11-12.8 ● WHST.11-12.1 ● WHST.11-12.4 ● WHST.11-12.7 ● WHST.11-12.9

	<ul style="list-style-type: none"> ● 6.1.12.EconNE.9.d ● 6.1.12.A.9.a ● 6.1.12.HistoryCA.9.a ● 6.1.12.HistoryUP.9.a ● 6.1.12.CivicsPR.10.a ● 6.1.12.CivicsPR.10.b ● 6.1.12.GeoHE.10.a ● 6.1.12.EconEM.10.a ● 6.1.12.EconoNM.10.a ● 6.1.12.EconoNM.10.b ● 6.1.12.HistoryCA.10.a ● 6.1.12.HistoryCA.10.b ● 6.1.12.HistoryCA.10.c 	
Unit 3	<ul style="list-style-type: none"> ● 6.1.12.CivicsDP.11.a ● 6.1.12.CivicsHR.11.a ● 6.1.12.CivicsHR.11.b ● 6.1.12.EconET.11.a ● 6.1.12.EconNM.11.a ● 6.1.12.HistoryCC.11.a ● 6.1.12.HistoryCA.11.a ● 6.1.12.HistoryCA.11.b ● 6.1.12.History CC.11.b ● 6.1.12.HistoryCC.11.c ● 6.1.12.HistoryCC.11.d ● 6.1.12.EconNE.12.a ● 6.1.12.EconNE.12.a ● 6.1.12.EconEM.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 	<ul style="list-style-type: none"> ● RH.11-12.4 ● RH.11-12.6 ● RH.11-12.7 ● RH.11-12.8 ● WHST.11-12.1 ● WHST.11-12.4 ● WHST.11-12.7 ● WHST.11-12.9

	<ul style="list-style-type: none"> ● 6.1.12.HistorySE.12.a ● 6.1.12.HistorySE.12.b ● 6.1.12.CivicsPI.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.EconNE.13.a ● 6.1.12.EconNE.13.b ● 6.1.12.HistoryCC.13.a ● 6.1.12.HistoryCC.13.b ● 6.1.12.HistoryCC.13.c ● 6.1.12.HistoryCC.13.d ● 6.1.12.HistoryUP.13.a ● 6.1.12.HistorySE.13.a 	
Unit 4	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● RH.11-12.4 ● RH.11-12.6 ● RH.11-12.7 ● RH.11-12.8 ● WHST.11-12.1 ● WHST.11-12.4 ● WHST.11-12.7 ● WHST.11-12.9

	<ul style="list-style-type: none"> ● 6.1.12.HistoryCA.14.a ● 6.1.12.HistoryCA.14.b ● 6.1.12.HistoryCA.14.c ● 6.1.12.HistoryCC.14.a ● 6.1.12.HistorySE.14.a ● 6.1.12.HistorySE.14.b ● 6.1.12.HistorySE.14.c ● 6.1.12.HistoryCC.14.b ● 6.1.12.HistoryCC.14.c ● 6.1.12.HistoryCC.14.d ● 6.1.12.HistoryCC.14.e ● 6.1.12.CivicsPR.15.a ● 6.1.12.CivicsHR.15.a ● 6.1.12.EconNE.15.a ● 6.1.12.HistoryCC.15.a ● 6.1.12.HistoryCC.15.b ● 6.1.12.HistoryCC.15.c ● 6.1.12.HistorySE.15.a ● 6.1.12.HistorySE.15.b ● 6.1.12.HistorySE.15.c ● 6.1.12.CivicsPD.16.a ● 6.1.12.CivicsPR.16.a ● 6.1.12.GeoHE16.a ● 6.1.12.EconGE.16.a ● 6.1.12.EconNE.16.a ● 6.1.12.EconNE.16.b ● 6.1.12.HistoryUP.16.a ● 6.1.12.HistoryCC.16.a ● 6.1.12.HistoryCC.16.b 	
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US History II	Grade 10	Unit 1	Imperialism and Progressivism
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Focus Indicator	
6.1.12.EconEM.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).
6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.GeoHE.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
6.1.12.GeoGM.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.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.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).

6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
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.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
Companion Standards	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
WHST.11-12.1	Write arguments focused on discipline-specific content.

WHST.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Do-Nows ● Quick Writing ● Graphic Organizers ● WebQuests ● Quizlet ● Kahoot ● Crash Course videos (#27 - #32) 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Projects <ul style="list-style-type: none"> ○ Jacob Riis Reform Project ○ Rockefeller's Standard Oil Charger ○ Progressive Newspaper ○ World War I Propaganda Poster ○ World War I Slides Presentation ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Textbook ● Political Cartoons ● Various Primary Source Excerpts <ul style="list-style-type: none"> ○ Imperialism Opinions ○ George Norris Senate Speech ○ Wilson's Request for War 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>Novel - All Quiet on the Western Front</i> ● <i>Docudramas - "Mankind: The Story of All of Us", "The World Wars"</i>

<ul style="list-style-type: none"> ○ Wilson’s Fourteen Points 	<ul style="list-style-type: none"> ● <i>Internet History Sourcebook Project (Fordham U.)</i> ● <i>Progressive Era WebQuest</i> ● <i>World War I WebQuest</i>
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The quest for natural resources and new markets for abundant production goods drove the United States to seek overseas expansion in Latin America and the Pacific. ● The problems of industrialization and urbanization during the late 19th Century gave rise to a new era of reformers known as Progressives who wished to address these problems using the power of government. ● Progressives addressed a wide array of issues that led to a flurry of social, legal, and cultural reforms that transformed America for the next several decades. ● Numerous international disputes and rivalries caused the outbreak of war in Europe that the United States was reluctantly drawn into, making the nation a World power and setting the stage for new growth on the global stage. 	<ul style="list-style-type: none"> ● Why did the United States seek to become an imperialist nation? ● Who were the Progressives and what issues did they seek to address? ● How did World War I begin and how did it change the European and Global map? ● How did World War I lead to contemporary problems in Eastern Europe and the Middle East? ● How did America’s response to World War I shape the inter-war period domestically and across the globe.

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

US History II	Grade 10	Unit 2	The Inter-War Period
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Focus Indicator	
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.1.12.EconNM.8.a	Analyze the push-pull factors that led to the Great Migration.
6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.History CC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
6.1.12.EconNE.9.a	Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
6.1.12.EconNE.9.b	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability
6.1.12.EconNE.9.c	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
6.1.12.EconNE.9.d	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
6.1.12.EconoNM.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
6.1.12.EconoNM.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
6.1.12.HistoryCA.10.b	Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
6.1.12.HistoryCA.10.c	Analyze how other nations responded to the Great Depression.
Companion Standards	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8.	Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Do-Nows ● Quick Writing ● Graphic Organizers ● WebQuests ● Quizlet ● Kahoot ● Crash Course videos (#32 - #34) 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions <ul style="list-style-type: none"> ○ Immigration Restrictions ○ The Great Depression ● Political Cartoon Analysis ● Projects <ul style="list-style-type: none"> ○ 1920s: Good and Bad

	<ul style="list-style-type: none"> ○ 1920s Time Capsule ○ Causes of the Great Depression ○ The Great Depression in Photos ○ Alphabet Soup of the New Deal ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Textbook ● Political Cartoons ● Various Primary Source Excerpts <ul style="list-style-type: none"> ○ Sacco and Vanzetti Last Letters ○ FDR’s First Fireside Chat ○ Various New Deal Court Decisions ○ Henry Morgenthau: The New Deal 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>Novel - The Grapes of Wrath</i> ● <i>Docudramas - "Mankind: The Story of All of Us", "The World Wars"</i> ● <i>Internet History Sourcebook Project (Fordham U.)</i> ● <i>Roaring Twenties WebQuest</i> ● <i>Great Depression WebQuest</i> ● <i>The New Deal: On Trial</i>
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Technological innovation during the 1920s challenged traditional values and helped to define the decade in which similar conflicts would be waged on social, political, cultural, and religious fronts. ● The First World War created employment opportunities for African Americans in Northern cities as industrial production 	<ul style="list-style-type: none"> ● How did new technologies such as the radio and motion pictures challenge traditional values and how were those challenges resolved? ● What was the Great Migration of African Americans during this period and how did it lead to the Harlem Renaissance? ● How did fears of a changing America lead to new immigration restrictions and a reemergence of the Ku Klux Klan during the 1920s?

<p>increased and white workers were enlisted in the war effort, providing for a revolutionary outpouring of African American expression known as the Harlem Renaissance.</p> <ul style="list-style-type: none"> ● Unbridled economic growth during the 1920s created conditions that led to a crash which would plunge the globe into a depression that set the stage for the rise of radical leaders both at home and abroad. ● A variety of factors led to a global economic crash that forced the movement of people throughout the United States and confronted American citizens with challenges never faced in the nation's history. ● The response to the Great Depression known as the New Deal transformed the role of American government in the lives of citizens, drawing both praise and criticism for the actions taken during the crisis. 	<ul style="list-style-type: none"> ● What were the causes of the Great Depression and how did the economic crisis affect everyday Americans? ● What steps did the government take to combat the Great Depression and how successful were these efforts? ● What are contemporary and modern attitudes toward New Deal policies in regard to the growth of government and the impact of those programs on the lives of the people.
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software

Career education

- Weekly Discussions: The value of mastering multiple languages in the workforce.

- Equity Discussions: People who benefit from knowing multiple languages.

US History II	Grade 10	Unit 3	World War II and the Post-War Era
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Focus Indicator	
6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.EconET.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
6.1.12.EconNM.11.a	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
6.1.12.HistoryCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
6.1.12.HistoryCA.11.a	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
6.1.12.HistoryCA.11.b	Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
6.1.12.History CC.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the 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.EconNE.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
6.1.12.EconNE.12.a	Assess the impact of agricultural innovation on the world economy.
6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
6.1.12.HistoryCC.12.b	Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.

6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
6.1.12.GeoHE.13.a	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government’s environmental protection agencies and laws.
6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.EconNE.13.a	Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.
6.1.12.EconNE.13.b	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
6.1.12.HistoryCC.13.d	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
Companion Standards	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Do-Nows ● Quick Writing ● Graphic Organizers ● WebQuests ● Quizlet 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions <ul style="list-style-type: none"> ○ Origins of the Cold War ○ The Civil Rights Movement

<ul style="list-style-type: none"> ● Kahoot ● Crash Course videos (#35 - #40) 	<ul style="list-style-type: none"> ● Political Cartoon Analysis ● Projects <ul style="list-style-type: none"> ○ World War II Battles Presentation ○ Atomic Bomb Debate ○ Yalta Conference Simulation ○ United Nations Situational Response ○ Civil Rights Movement Protest Song Analysis ○ Vietnam War Protest Song Analysis ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Textbook ● Political Cartoons ● Various Primary Source Excerpts <ul style="list-style-type: none"> ○ Mein Kampf Excerpts ○ FDR Speech to Congress (12/8/41) ○ UN Declaration of Human Rights ○ Long Telegram ○ <i>Brown v. Board of Ed</i> Decision ○ Southern Manifesto ○ MLK - “I Have a Dream” 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>Novel - The Fire Next Time</i> (James Baldwin) ● <i>Docudramas - “Mankind: The Story of All of Us”, “The World Wars”</i> ● <i>Internet History Sourcebook Project</i> (Fordham U.) ● <i>World War II WebQuest</i> (European and Pacific Theaters) ● <i>Cold War WebQuest</i> ● <i>Civil Rights Movement WebQuest</i> ● <i>Vietnam War WebQuest</i>
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Economic instability in Europe provided an opportunity for radical leaders to rise to 	<ul style="list-style-type: none"> ● How did World War II begin and what were the origins of the Holocaust?

<p>power and plunge the world into a new global conflict that would change the course of the 20th Century.</p> <ul style="list-style-type: none"> ● Longstanding antisemitism focused German hatred on the Jewish population of Europe and caused the worst genocide in history during World War II. ● America’s productive might was able to overwhelm the fascist powers of Europe and the Imperialist powers of Japan and free the world of the threat of tyranny. ● Post-war tension between the Allied powers led to a new conflict that became a rivalry of superpowers known as the Cold War, resulting in multiple conflicts in contested regions where both sides would vie for influence and dominance. ● Participation of various groups in World War II led to a new push for reform that would fulfill the promises of America’s founding documents and result in true freedom and equality for all Americans. 	<ul style="list-style-type: none"> ● How did the victims of the Holocaust both resist the perpetrators and struggle to maintain their humanity during the conflagration? ● How and why did various nations around the world come together to form the opposing powers during the Second World War? ● In what ways did the Cold War result in conflict between the two major global superpower and how did an “arms race” develop between these two nations? ● What were the origins of the Civil Rights Movement of the Post-war era and what methods were used to bring change to American society? ● How successful were the actions of the Civil Rights Movement of the 1950s and 60s and how do those actions compare to modern efforts to change policy?
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software

Career education

- Weekly Discussions: The value of mastering multiple languages in the workforce.

- Equity Discussions: People who benefit from knowing multiple languages.

US History II	Grade 10	Unit 4	Modern America: 1975 - Present
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Focus Indicator	
6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
6.1.12.CivicsPI.14.c	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.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
6.1.12.CivicsCM.14.b	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms
6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.GeoPP.14.b	Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.EconNE.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
6.1.12.GeoNE.14.a	Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
6.1.12.EconET.14.a	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
6.1.12.EconET.14.b	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
6.1.12.EconEM.14.a	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
6.1.12.HistoryCA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistoryCC.14.a	Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistorySE.14.c	Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
6.1.12.HistoryCC.14.b	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties
6.1.12.HistoryCC.14.c	Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
6.1.12.HistoryCC.14.d	Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
6.1.12.HistoryCC.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

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

6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
Companion Standards	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Do-Nows ● Quick Writing ● Graphic Organizers ● WebQuests ● Quizlet ● Kahoot ● Crash Course videos (#41 - #47) 	<ul style="list-style-type: none"> ● Tests ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions <ul style="list-style-type: none"> ○ The Rise of Conservatism ○ Terrorism in the 21st Century ● Political Cartoon Analysis ● Projects <ul style="list-style-type: none"> ○ Carter/Reagan Political Cartoon Presentation ○ United Nations Situational Response (Bosnia) ○ Current Day Time Capsule ○ “We Didn’t Start the Fire” in the 2000s ○ Immigration Debate ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Textbook ● Political Cartoons ● Various Primary Source Excerpts <ul style="list-style-type: none"> ○ Warren Court Decisions ○ Nixon’s Resignation Speech ○ UN Charter 	<ul style="list-style-type: none"> ● <i>Time Magazine</i> ● <i>US News and World Report</i> ● <i>Newsela</i> ● <i>Novel - Philadelphia</i> (Christopher Davis) ● <i>Internet History Sourcebook Project (Fordham U.)</i> ● <i>Watergate Web Activity</i>

<ul style="list-style-type: none"> ○ Presidential Berlin Wall Speeches ○ Obergefell Decision and Dissent 	<ul style="list-style-type: none"> ● <i>9/11 WebQuest</i>
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Discontent with rising crime and a faltering economy in the late 1970s led to a rise of conservative politics spearheaded by Ronald Reagan and ushering in a new era of tax reduction and reduced regulation. ● The development of the home computer transformed the American economic landscape, providing for more efficient record keeping as well as new marketing opportunities as the internet became a major source of commerce. ● A series of terrorist attacks throughout the 1990s and culminating with the 9/11 attacks of 2001 transformed the international landscape and provoked a US-led coalition to address Middle East instability through military intervention. ● The increasing role of government in the lives of citizens has driven both the political debate and political division on the local, state, and national level, causing liberals 	<ul style="list-style-type: none"> ● What were the causes of rising crime and a worsening economy in the 1970s and what was the response to these problems? ● How does government play a role in the Nation’s economy? ● How did the role of African Americans and Women change during this time period? ● How does the role of domestic policy impact those in the United States? ● How did the development of technology in the 1980s affect society and public policy? ● How has global trade impacted local communities in terms of “mom and pop” stores, jobs, and manufacturing, and what has been the response to these changes? ● How is America’s role in the world seen by others? ● How is the role of government viewed by citizens? ● Why does America go to war? How has warfare evolved over the century?

<p>and conservatives to clash over this fundamental question of American democracy.</p> <ul style="list-style-type: none"> ● The emergence of a global economy has caused US foreign policy to adopt a new role in world affairs, drawing both praise and criticism as the nation attempts to meet the challenges of this modern age. ● As Social Media has become increasingly important in 21st Century communication, the intersection of politics and technology has made the internet a major forum for debate and recruitment, raising new questions about long-held ideas of freedom and equality. 	
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
<p>Career education</p>	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

Appendix

Audubon Public Schools
Written By: Luke Collazzo
Course Title: United States History II
Unit Name: Imperialism and Progressivism Grade Level: 10
Approved August, 2021

Interval of Instruction	9-10 Weeks
Key Terms	Muckraker Women's Suffrage Temperance Prohibition Square Deal Nationalism Propaganda Armistice

Audubon Public Schools
Written By: Luke Collazzo
Course Title: United States History II
Unit Name: The Inter-War Period Grade Level: 10
Approved August, 2021

Interval of Instruction	9-10 Weeks	
Key Terms	Anarchist Flapper Speakeasy Mass Media Jazz Blues Mass production Welfare Capitalism Supply-side economics Cooperative individualism Isolationism	Stock Market Dust Bowl Gold standard Fireside Chats Deficit spending Social Security Act

Audubon Public Schools
Written By: Luke Collazzo
Course Title: United States History II
Unit Name: World War II and the Post-War Era Grade Level: 10
Approved August, 2021

Interval of Instruction	9-10 Weeks	
Key Terms	Fascism Appeasement Holocaust Strategic materials Liberty Ship Manhattan Project Casablanca Conference United Nations Cold War Iron Curtain Containment Massive retaliation Brinkmanship Potsdam Marshall Plan NATO McCarthyism	Dynamic conservatism Multinational Corporation Franchise Baby Boom Urban renewal GI Bill Fair Deal Flexible response Space Race New Frontier Great Society Separate-but-equal Domino theory Vietnamization

Audubon Public Schools
Written By: Luke Collazzo
Course Title: United States History II
Unit Name: Modern America: 1975 - Present Grade Level: 10
Approved August, 2021

Interval of Instruction	9-10 Weeks	
Key Terms	Counterculture Title IX Affirmative Action La Raza Unida Detente Summit Executive Privilege OPEC Southern Strategy Perestroika Glasnost AIDS	Microprocessor Telecommute Internet Nuclear proliferation Global Warming Strategic defense State-sponsored terrorism NAFTA al-Qaeda

Appendix B

LGBTQ, Amistad, Holocaust United States History II

Educators are required to engage students in equity based topics specifically related to persons with disabilities/LGBTQ contributions, Amistad, and the Holocaust. Below is some guidance and resources related to these topics.

LGBTQ:

N.J.S.A. 18A:35-4.35-36 requires boards of education to include instruction on the political, economic, and social ***contributions*** of persons with disabilities and lesbian, gay, bisexual, and transgender (LGBT) people in appropriate places in the middle school and high school curriculum. The law also requires boards of education to adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and LGBT people, where appropriate.

For persons with disabilities/LGBTQ contributions instructional material, please visit:

<https://www.nj.gov/education/cccs/resources/educators/>

Holocaust:

Info on the Holocaust mandate:

<https://www.nj.gov/education/holocaust/docs/donate.pdf>

For Holocaust instructional materials, please visit: <https://www.nj.gov/education/holocaust/curriculum/materials/>

Amistad:

Teacher resources:

<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>

Web based resources:

<http://www.njamistadcurriculum.net/>

Below is instructional content and/or activities during the year that engage Audubon students in equity based topics specifically related to persons with disabilities/LGBTQ contributions, Amistad, and the Holocaust.

Course: United States History II			
Unit	Persons w/ disabilities / LGBTQ contributions	Amistad	Holocaust
1 <i>Imperialism and Progressivism</i>	Helen Keller (American Activist and co-founder of the ACLU); Rosa May Billingham (British suffragette)	NAACP Founded in 1909	Armenian Genocide (1915-1917)
2 <i>The Inter-War Period</i>	Franklin Delano Roosevelt (American President); Alain Locke (American author and educator); Langston Hughes (American novelist and poet)		Soviet Union (1932-1939)
3 <i>World War II and the Post-War Period</i>	Fannie Lou Hamer (American Civil Rights Activist); Alan Turing (British Cryptanalyst); James Baldwin (American Civil Rights Activist and author)	EO 8802; US Military Desegregation (1948); The Civil Rights Movement (1954-1968)	European Antisemitism and the history of genocide; German Jews loss of rights; The Nazi Holocaust (1939-1945)
4 <i>Modern America: 1975 - Present</i>	Harvey Milk (American politician and activist); Steven Hawking (Physicist); Jim Abbott (American Baseball Player); Casey Martin (American Golfer)		Cambodian Genocide (1975-1979); Bosnian Genocide (1992-1995); Rwanda (1994)