Lower Cape May Regional School District Social Studies/US II Curriculum
Unit 5 Overview

Content Area: Social Studies

Unit Title: Modern America Emerges 1890-1920

Target Course/Grade Level: US II/11th

Unit Summary:
- **Content**

This unit describes how the modern United States begins taking shape in the first two decades of the 20th century. Americans embrace the progressive movement, which leads to greater government involvement in many aspects of life. Starting with the move to gain colonies overseas and ending with participation in World War I, America also plays a greater role in world affairs than ever before.
- The Progressive Era
- America Claims an Empire
- The First World War

Interdisciplinary Connections:
- 3.1.12 F. Vocabulary and Concept Development 1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary. 2. Use knowledge of root words to understand new words. 3. Apply reading vocabulary in different content areas.
- 3.1.12 G. Comprehension Skills and Response to Text 1. Identify, describe, evaluate, and synthesize the central ideas in informational texts. 5. Analyze how works of a given period reflect historical and social events and conditions. 7. Interpret how literary devices affect reading emotions and understanding. 9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present. 10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
- 3.2.12 C. Mechanics, Spelling, and Handwriting 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. 2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style. 4. Use transition words to reinforce a logical progression of ideas. 6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness. 7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. 8. Write legibly in manuscript or cursive to meet district standards
- 3.2.12 A. Writing as a Process (prewriting, drafting, revising, editing, post writing) 1. Engage in the full writing process by writing daily and for sustained amounts of time. 3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning. 4. Review and edit work for spelling, usage, clarity, and fluency. 5. Use the computer and

- 3.3.12 A. Discussion 1. Support a position integrating multiple perspectives. 2. Support, modify, or refute a position in small or large-group discussions. 3. Assume leadership roles in student-directed discussions, projects, and forums. 4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.
- 3.4.12 A. Active Listening 1. Explore and reflect on ideas while hearing and focusing attentively. 2. Listen skillfully to distinguish emotive and persuasive rhetoric. 3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.
- 3.4.12 B. Listening Comprehension 1. Listen to summarize, make judgments, and evaluate. 2. Evaluate the credibility of a speaker. 3. Determine when propaganda and argument are used in oral forms. 4. Listen and respond appropriately to a debate
- 3.5.12 A. Constructing Meaning from Media 1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 2. Identify and evaluate how a media product expresses the values of the culture that produced it.

CCSSELA Standards

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.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 (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.GeoHE.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
6.1.12.GeoGM.6.a:	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.EconEM.6.a	Determine how supply and demand 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.

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.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
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 work force 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.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
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.

Lower Cape May Regional School District Social Studies/US II Curriculum **Unit 7 Overview**
Content Area: Social Studies
Unit Title:World War II and Its Aftermath 1931-1960
Target Course/Grade Level: USII/11th
Unit Summary: • **Content** This unit describes how militaristic dictators in Europe and Japan start a worldwide war that forces the United States to fight on two fronts. Victory leads to an uneasy peace with the Soviet Union, with the threat of nuclear war looming over the world. The economic expansion brought on by the war and the return to peace fuels a postwar economic boom and the spread of suburb-based consumer spending. • World War Looms • The United States in World War II • Cold War Conflicts • The Postwar Boom
Interdisciplinary Connections: • 3.1.12 F. Vocabulary and Concept Development 1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary. 2. Use knowledge of root words to understand new

words. 3. Apply reading vocabulary in different content areas.
- 3.1.12 G. Comprehension Skills and Response to Text 1. Identify, describe, evaluate, and synthesize the central ideas in informational texts. 5. Analyze how works of a given period reflect historical and social events and conditions. 7. Interpret how literary devices affect reading emotions and understanding. 9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present. 10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
- 3.2.12 C. Mechanics, Spelling, and Handwriting 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. 2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style. 4. Use transition words to reinforce a logical progression of ideas. 6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness. 7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. 8. Write legibly in manuscript or cursive to meet district standards
- 3.2.12 A. Writing as a Process (prewriting, drafting, revising, editing, post writing) 1. Engage in the full writing process by writing daily and for sustained amounts of time. 3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning. 4. Review and edit work for spelling, usage, clarity, and fluency. 5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.
- 3.3.12 A. Discussion 1. Support a position integrating multiple perspectives. 2. Support, modify, or refute a position in small or large-group discussions. 3. Assume leadership roles in student-directed discussions, projects, and forums. 4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.
- 3.4.12 A. Active Listening 1. Explore and reflect on ideas while hearing and focusing attentively. 2. Listen skillfully to distinguish emotive and persuasive rhetoric. 3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.
- 3.4.12 B. Listening Comprehension 1. Listen to summarize, make judgments, and evaluate. 2. Evaluate the credibility of a speaker. 3. Determine when propaganda and argument are used in oral forms. 4. Listen and respond appropriately to a debate
- 3.5.12 A. Constructing Meaning from Media 1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 2. Identify and evaluate how a media product expresses the values of the culture that produced it.

CCSSELA Standards
CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-LITERACY.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 (e.g., how Madison defines *faction* in *Federalist* No. 10).
CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CCSS.ELA-LITERACY.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

21st Century Themes, Skills, and Standards:
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
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	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.

Lower Cape May Regional School District Social Studies/US II Curriculum Unit 9 Overview
Content Area: Social Studies
Unit Title: Passage to a New Century 1968-Present
Target Course/Grade Level: US II/11th
Unit Summary: • **Content** This Unit describes the turbulent presidency of Richard Nixon and the failure of his successors to fix the economic problems of the 1970s. A growing conservatism in the American public in the 1980s accompanies economic change and the end of the Cold War. In the 1990s, vast social changes reshape Americans' lives while the challenges and opportunities of a new century emerge. The technological effects on the World in the 21st century, and the world dealing with War on Terror. • An Age of Limits 1968-1980 • The Conservative Tide 1980-1992

- The United States in Today's World 1992-2001
- The World in the 21st century,
- Technological advances and the War on Terror

Interdisciplinary Connections:

- 3.1.12 F. Vocabulary and Concept Development 1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary. 2. Use knowledge of root words to understand new words. 3. Apply reading vocabulary in different content areas.
- 3.1.12 G. Comprehension Skills and Response to Text 1. Identify, describe, evaluate, and synthesize the central ideas in informational texts. 5. Analyze how works of a given period reflect historical and social events and conditions. 7. Interpret how literary devices affect reading emotions and understanding. 9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present. 10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
- 3.2.12 C. Mechanics, Spelling, and Handwriting 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. 2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style. 4. Use transition words to reinforce a logical progression of ideas. 6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness. 7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. 8. Write legibly in manuscript or cursive to meet district standards
- 3.2.12 A. Writing as a Process (prewriting, drafting, revising, editing, post writing) 1. Engage in the full writing process by writing daily and for sustained amounts of time. 3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning. 4. Review and edit work for spelling, usage, clarity, and fluency. 5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.
- 3.3.12 A. Discussion 1. Support a position integrating multiple perspectives. 2. Support, modify, or refute a position in small or large-group discussions. 3. Assume leadership roles in student-directed discussions, projects, and forums. 4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.
- 3.4.12 A. Active Listening 1. Explore and reflect on ideas while hearing and focusing attentively. 2. Listen skillfully to distinguish emotive and persuasive rhetoric. 3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.
- 3.4.12 B. Listening Comprehension 1. Listen to summarize, make judgments, and evaluate. 2. Evaluate the credibility of a speaker. 3. Determine when propaganda and argument are used in oral forms. 4. Listen and respond appropriately to a debate
- 3.5.12 A. Constructing Meaning from Media 1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 2. Identify and evaluate how a media product expresses the values of the culture that produced it.

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.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 (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

21st Century Themes, Skills, and Standards:
- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning

Specific Formative Assessments Utilized in Daily Lessons:
- Kahoot Word Sort
- Quizlet Demonstrations
- Current Event Discussions
- Observation
- Self Assessment
- Exit Card
- Writing Prompt
- Debriefing
- Review/Comprehension questions
- Textbook provided comprehension worksheets, quizzes, and primary reading assignments
- Map completion and comprehension worksheets

Summative Assessment Utilized throughout Units:
- QBA's
- Benchmarks will be varied depending on the subject matter and abilities of the students, but will include the following throughout the course of the 2-year curriculum.
  Standard Forms-- Students will identify, define, and use vocabulary words associated with the political, geographic and historical events covered in the curriculum as well as apply them to current and future topics.
  Written-- Students will prepare argumentative essays utilizing the proper five paragraph format to demonstrate their understanding and application of the events covered during each unit.
  Public Speaking-- Students will participate in debates and discussions throughout the course.
  Portfolio-- Students will keep and maintain an organized work portfolio.
  Textbook provided--Students will complete unit tests, and end of chapter review questions.

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:
- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:
- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry

made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
Life and Career Standards
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:
  https://www.nj.gov/education/cccs/

Project-based Learning Tasks:
- Group presentations
- Group projects
- Journalistic writing projects
- Current event writings/discussions

Vocabulary:
- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:
- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- Link Research resources here.

Technology:
- Students must engage in technology applications integrated throughout the curriculum. Applicable technology utilized in this curricula are included below:
  - computers
  - internet resources/lessons
  - Mimio lessons
  - computer simulations
  - overhead projectors
  - copiers and printers
  - online sharing programs such as google docs

Resources:
- Ancillary resources and materials used to deliver instruction are included below:

- There may be documentaries and video clips that are used to enhance student understanding from sources such as Youtube, Amazon Prime, Hulu and Netflix.
- The following full length feature films may be used to cover, supplement, or enrich the content standards.

1492: Conquest of Paradise, The Crucible, The Last of the Mohicans, The Crossing, The Buccaneer. The Alamo. Glory, The Blue and Gray, Amistad, The Only Good Indian, Far and Away, Rough Riders, The Wind and the Lion, The Lost Battalion, Flyboys, All Quiet on the Western Front, Untouchables, Cinderella Man, The Grapes of Wrath, Of Mice and Men, Memphis Belle, Saving Private Ryan, Midway, American Graffiti, North by Northwest, Rebel Without a Cause. Road to Freedom. Mississippi Burning. Forrest Gump. Platoon. War Games. and Three Kings.

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations "orbit" or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	

Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or	A contract is a negotiated agreement between teacher and student

Personal Agendas	that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe"	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:
- Textbook provided Reading Study Guides.
- Textbook provided primary readings
- Textbook provided map skills, vocabulary building, reinforcement worksheets..
- Textbook provided story clips audio introductions for each chapter/section.
- Web-based or sourced materials
- Edhelper resources and Teacher pay teacher assignments when deemed appropriate as supplemental assignments.
- List or Link Ancillary Resources and Curriculum Materials Here:
- http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf

- http://www.corestandards.org/
- http://www.nj.gov/education/cccs/2014/career/93.pdf

Board of Education Approved Text(s)

- The Americans, McDougal Littell copyright 1997