## **TOWNSHIP OF UNION PUBLIC SCHOOLS**



# **United States History II**

Adopted: January 16, 2024

Unit Title: Era 9: The Great Depression and World War 2 (The Great Depression 1929-1945)

Grade level: 11th Grade Timeframe: 3-4 weeks

#### **Core Ideas**

In this unit of study, examination of the economic, political, and social implications of The Great Depression are analyzed. The implications of a worldwide economic depression leads to Germany, Italy, and Japan creating radical imperialist governments that lead to the Second World War. The United States is eventually catapulted into this War.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.1.12. U.S. History

## **Guiding Questions**

- 1. What were the primary causes of the Great Depression, and how did it impact the lives of Americans during the 1930s?
- 2. How did the New Deal programs attempt to address the economic and social challenges of the Great Depression, and what were their long-term effects?
- 3. What role did the stock market crash of 1929 play in triggering the Great Depression, and what lessons can we learn from it?
- 4. How did the Dust Bowl contribute to the suffering of Americans during the Great Depression, and how did people cope with this environmental disaster?

## **Performance Expectations**

## Standards (Taught and Assessed)

6.1.12.GeoHE.9a - Human Environment Interaction

6.1.12.EconNE.9a-b - National Economy

6.1.12.EconNE.9.c-d - National Economy

6.1.12.CivicsPI.9.a - Civic and POlitical Institutions

6.1.12. History CA.9.a - Claims and Argumentation

6.1.12.UP.9.a - Understanding Perspectives

## **Social-Emotional Learning Competencies**

#### 1. Classroom Discussions:

 Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

#### **Instructional Plan**

#### **Pre-Assessment and Reflection**

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.	1. KWL Chart:  Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that," "I want to learn more about," and "I learned that

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources

Student Learning Object SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
WALT Analyze the actions and policy of the United States contributing to the Great Depression.	1. Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.	1. Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.	Instructional     Strategies and     Activities      Primary and     Secondary     Source Analysis     Strategies	<ul> <li>Extended Time:</li> <li>Modification: Offer extended time for completing pre-assessment activities to accommodate students who may</li> </ul>
WALT Explore the reasons for worldwide economic collapse during the Great Depression  WALT Explore the global context of the Great Depression	2. Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.	<ol> <li>Think-Pair-Share:         Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.     </li> <li>Concept Mapping:</li> </ol>	<ol> <li>Online Textbook -         Peer Edited by         College         Professors</li> <li>ReadWorks</li> <li>ActivelyLearn         NewsELA</li> </ol>	require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students
Explain the interdependence of various parts of a market economy.	3. Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.	Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.	<ul> <li>7. <u>Digital Museums</u></li> <li>8. <u>DIgital History</u> <u>Database</u></li> <li>9. <u>Africans in</u> <u>America</u></li> </ul>	with diverse learning preferences.

Explain the interdependence of private enterprise and government programs in a mixed economy.

#### WALT

Compare and contrast the causes and outcomes of the stock market crash with other periods of economic instability.

#### WALT

Explain how the government can adjust taxes to restore the country's economic health.

#### WALT

Explain how the government can adjust interest rates to restore the country's economic health.

#### WALT

Explain how government spending can restore the country's economic health.

- 4. Use of Primary
  Sources: Familiarize
  yourself with primary
  source documents,
  letters, diaries, and
  speeches to gain a
  firsthand
  understanding of
  historical events and
  perspectives.
- 5. Discussion
  Participation:
  Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.
- 4. Kahoot or Quizlet
  Live: Use online quiz
  platforms like Kahoot
  or Quizlet Live to
  create interactive
  quizzes or
  flashcard-based
  games that assess
  knowledge retention.
- Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.
- Socratic Seminars:
   Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.
- 7. Graphic Organizers:
  Provide graphic
  organizers like
  timelines, Venn
  diagrams, or
  cause-and-effect
  charts to help
  students organize
  historical information.

10. U.S. History
Lessons |
Stanford History
Education Group

## **Unit specific**

Student led research:
Determine the economic conditions of the United States and Europe leading into the Great Depression. Causes of Great Depression and Government Response

Primary Source
Analysis: The effects of the Great Depression on U.S. Citizens. Primary Sources on the Great Depression

## **Journal Entries:**

Students will create a series of journal entries depicting their experience while living during the Great Depression. Primary Sources for Journal Activity

## SensorySupports:

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

 Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.

## **WALT**

Explain the Impact of the Great Depression on the American family.  WALT  Explain the Impact of the Great Depression on ethnic and racial minorities.	9.	Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.	Dust Bowl Interactive Map Activity Resource for Dust Bowl Map Activity  Understanding Stock Market Crash of 1929 Timeline Crash of 1929  Understanding the Great Depression through pictures. Great Depression Photo Resource  Primary Source Analysis on the Great Depression from a global perspective Resource for global activity	

## **Benchmark Assessment 1**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
1. Primary Source Analysis Essay:	ELL:Model and Provide Example. Establish a non-verbal cue to
<ul> <li>Provide students with a set of primary sources on</li> </ul>	redirect students when not on task. Students may use a bilingual
the Great Depression and ask them to write an	dictionary.
essay that analyzes and interprets these sources,	

addressing specific questions or prompts.	GT:Provide enrichment activities to expand upon the
	curriculum. Use higher level questioning techniques in class and
	on assessments.
	At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

## **Benchmark Assessment 2**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Assessment on the Economic conditions which led to the Great Depression	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.
	GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.
	At risk:Individualized as needed
*	IEP/504: Modifications/ Accommodations as stated in IEP

## **Summative Assessments**

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Onit Exam:     Administer a comprehensive exam that covers the major events, figures, and concepts of the Great Depression.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  At risk:Individualized as needed

## **Interdisciplinary Connections**

## **Interdisciplinary Connections**

## Reading Standards for Informational Text (RI):

- 1. **RI.6-8.1**: Cite textual evidence to support analysis of what the text says explicitly and to make inferences.
- 2. RI.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
- 3. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text.
- 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text.

#### Writing Standards (W):

- 10. W.6-8.1: Write arguments to support claims with clear reasons and relevant evidence.
- 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- 12. **W.6-8.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 13. **W.6-8.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

N.J.S.A. 18A:35-28, Holocaust/Genocide Education

The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41

Unit Title: Era 10: The Great Depression and World War 2 (The New Deal 1929 -1945)

Grade level: 11th Grade Timeframe: 3-4 weeks

#### **Core Ideas**

In this unit of study, examination of the economic, political, and social implications of The Great Depression are analyzed. The implications of a worldwide economic depression leads to Germany, Italy, and Japan creating radical imperialist governments that lead to the Second World War. The United States is eventually catapulted into this War.

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- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.1.12. U.S. History

#### **Guiding Questions**

- 1. What were the key economic and social challenges facing the United States that led to the development of the New Deal?
- 2. What were the major components and goals of the New Deal, and how did they aim to address the economic crisis of the Great Depression?
- 3. How did the New Deal change the role and scope of the federal government in American society and the economy?
- 4. What were the criticisms and controversies surrounding the New Deal during its implementation, and how did these shape its effectiveness and public perception?
- 5. How did different demographic groups, such as women, African Americans, and labor unions, experience and respond to the New Deal policies?

## **Performance Expectations**

## Standards (Taught and Assessed)

6.1.12.CivicsPR.10.a-b - Rules and Laws

6.1.12.GeoHE.10.a - Human Environment Interaction

6.1.12.EconEM.10.a - Exchanges and Markets

6.1.12.EconNE.10.a-b - National Economy

6.1.12.HistoryCA.10.a-c - Claims and Argumentation

## **Social-Emotional Learning Competencies**

#### 1. Classroom Discussions:

 Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

#### Instructional Plan

## **Pre-Assessment and Reflection**

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<b>KWL Chart</b> : Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.	1. KWL Chart:  Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that," "I want to learn more about," and "I learned that

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources

Student Learning Object SLO – WALT We are learning to/that	St	tudent Strategies	P	ossible Formative ssessment	Poss	ible Activities and ources	Sp Gif Fa	odifications (ELL, ecial Education, fted, At-risk of ilure, 504) and flections
WALT Evaluate the	1.	Active Reading: Engage with the	1.	Exit Tickets: Have	1.			Extended Time:
Effectiveness of		textbook or assigned		students answer a brief question or		Strategies and Activities		Modification: Offer extended time for
economic standards and		readings actively by		summarize the day's		VCIIAIII 62	1	completing
regulations established		taking notes,		lesson on an index	2.	District Textbook		pre-assessment
during the New Deal		highlighting key		card as they leave the		_ lottlet loktbook		activities to
Period.		points, and asking		classroom.	3.	Primary and		accommodate
		questions.				Secondary	,	students who may
WALT		25.00,000,000 * 59.00				Source Analysis		require additional
Compare and contrast	2.		2.	Think-Pair-Share:		Strategies		processing time.
the Economic ideologies		Note-Taking:		Ask students to think		Online To the st		D' ''   T
of the two major political parties regarding the role		Develop a note-taking system		about a question related to the lesson,	4.		1	<b>Digital Tools</b> : Modification:
of government during the		that works for you,		discuss it with a		Peer Edited by College	0	Utilize digital tools,
New Deal.		whether it's Cornell		partner, and then		Professors		such as online
		notes, outline-style		share their thoughts				concept mapping
WALT		notes, or digital		with the class.	5.	ReadWorks		software or
Compare and contrast		note-taking tools.				8		multimedia
the Economic ideologies			3.	Concept Mapping:	6.	<u>ActivelyLearn</u>		resources, to
of the two major political	3.	3		Have students create		AN COLUMN WITH THE		engage students
parties regarding the role		Create a study		concept maps to	7.	NewsELA		with diverse
of government today		schedule to manage		visually represent the	_	Digital Massacras		learning
WALT		your time effectively, and stick to it to		connections between key concepts and	8.	<u>Digital Museums</u>		preferences.
Explain Franklin		ensure consistent		events in U.S. history.	a	Digital History		
Roosevelt's shaping of		study sessions.		ovonto in o.o. motory.	] 3.	Database		
core ideologies of the			4.	Kahoot or Quizlet		_ 310000	0	Sensory
New Deal.	4.	<b>Use of Primary</b>	(555)	Live: Use online quiz	10	). Africans in		Supports:
		Sources: Familiarize		platforms like Kahoot		America		
		yourself with primary		or Quizlet Live to				

#### WALT

Explain Key individuals' (Mary McLeod, Frances Perkins) shaping of core ideologies of the New Deal.

#### WALT

Analyze the response of other nations to the Great Depression.

#### WALT

Assess the Effectiveness of governmental policies enacted during the New Deal period.

#### **WALT**

Evaluate the short-and long term impact of the expanded role of government on economic policy.

#### WALT

Evaluate the short-and long term impact of the expanded role of government on capitalism.

- source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.
- 5. Discussion
  Participation:
  Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.
- create interactive quizzes or flashcard-based games that assess knowledge retention.
- 5. Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.
- Socratic Seminars:
   Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.
- 7. Graphic Organizers:
  Provide graphic
  organizers like
  timelines, Venn
  diagrams, or
  cause-and-effect
  charts to help
  students organize
  historical information.
- 8. **Jigsaw Activity**:
  Divide the class into groups, each responsible for researching and

11. <u>U.S. History</u>
<u>Lessons |</u>
<u>Stanford History</u>
Education Group

## **Unit Specific**

New Deal Timeline: New Deal Resources

New Deal Role Playing Game: Students will take on the role of FDR and decide which programs to implement and defend their choices. New Deal Resources

New Deal Economic Simulation: Students will work with one another to come up with ideas on how to stimulate the economy. Fiscal Stimulus Resource

New Deal Art and Music Activity: Students create their Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.

WALT Determine the extent of the Impact of New Deal public works and arts program on New Jersey as well as the entire	presenting a different aspect of a historical event or topic. This encourages collaboration.	own inspired by the Great Depression and the New Deal Efforts.New Deal Art Resource	
nation.  WALT  Determine the extent of the Impact of New Deal and Arts programs on the environment.	<ol> <li>One-Minute Papers:         Ask students to write a brief summary or response to a historical question or prompt in one minute.     </li> </ol>		
WALT Assess the Protections of the welfare of individuals (Social Security) during the New Deal period.			
WALT Analyze the long-term impact of those Supreme Court decisions on the protection of civil and human rights.			
WALT Analyze the Supreme Court's interpretation of the Constitution to define and expand individual rights.			

## **Benchmark Assessment 1**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ol> <li>Primary Source Analysis Essay:         <ul> <li>Provide students with a set of primary sources on the New Deal and ask them to write an essay that analyzes and interprets these sources, addressing specific questions or prompts.</li> </ul> </li> </ol>	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.  GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.  At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

## Benchmark Assessment 2

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of
	Failure, 504) and Reflections
Assessment on the social implications of New Deal Programs for	ELL:Model and Provide Example. Establish a non-verbal cue to
citizens in the United States from different backgrounds.	redirect students when not on task.Students may use a bilingual
	dictionary.
	GT:Provide enrichment activities to expand upon the
	curriculum. Use higher level questioning techniques in class and
	on assessments.
	At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

## Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of
	Failure, 504) and Reflections

#### 1. Unit Exam:

 Administer a comprehensive exam that covers the major events, figures, and concepts of the Great Depression. ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

At risk:Individualized as needed

IEP/504: Modifications/ Accommodations as stated in IEP

#### **Interdisciplinary Connections**

## **Interdisciplinary Connections**

## Reading Standards for Informational Text (RI):

- 1. RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences.
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- 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text.

## Writing Standards (W):

- 10. **W.6-8.1**: Write arguments to support claims with clear reasons and relevant evidence.
- 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- 12. **W.6-8.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 13. **W.6-8.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## N.J.S.A. 18A:35-28, Holocaust/Genocide Education

The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41

Unit Title: Era 11: The Great Depression and World War II : World War II (1929-1945)

Grade level: 11th Grade Timeframe: 3-4 weeks

#### Core Ideas

In this unit of study, examination of the economic, political, and social implications of The Great Depression are analyzed. The implications of a worldwide economic depression leads to Germany, Italy, and Japan creating radical imperialist governments that lead to the Second World War. The United States is eventually catapulted into this War.

Chronological sequencing helps us understand the interrelationship of historical events.

- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.1.12. U.S. History

## **Guiding Questions**

- 1. What were the main causes and factors that contributed to the outbreak of World War II, and how did it differ from World War I?
- 2. How did the Treaty of Versailles and the failures of the League of Nations impact the events leading up to World War II?
- 3. What were the major turning points and key events of World War II, and how did they shape the course and outcome of the war?
- 4. What were the roles and contributions of different countries and alliances, including the Allies and the Axis Powers, in World War II?
- 5. How did the home front experiences vary for civilians and soldiers in different countries during World War II?
- 6. What were the social, political, and economic consequences of World War II on the countries involved, both during and after the war?
- 7. What was the impact of World War II on various demographic groups, including women, minorities, and refugees?
- 8. How did propaganda and censorship influence public perception and support for the war effort during World War II?
- 9. What were the ethical dilemmas faced by individuals, leaders, and nations during World War II, and how were they addressed?
- 10. How did technological advancements and innovations, such as the atomic bomb and radar, affect the strategies and outcomes of World War II?
- 11. What were the legacies and lessons of World War II, both in terms of international relations and human rights?
- 12. How did the Holocaust unfold, and what were the social and ethical implications of the genocide?

13. How did the post-war world order take shape, including the establishment of the United Nations and the division of Germany?

## **Performance Expectations**

### Standards (Taught and Assessed)

- 6.1.12.CivicsDP.11.a Participation and Deliberation
- 6.1.12.CivicsHR.11.a-b Human and Civil Rights
- 6.1.12.EconET.11.a Economic Ways of Thinking
- 6.1.12.EconEM.11.a Exchanges and Markets
- 6.1.12.HistoryCC.11.a Continuity and Change
- 6.1.12.HistoryCA.11.a-b Claims and Argumentation
- 6.1.12.HistoryCC.11.b Continuity and Change
- 6.1.12.HistoryCC.11.c-d Continuity and Change

## **Social-Emotional Learning Competencies**

- 1. Classroom Discussions:
  - Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

### **Instructional Plan**

#### **Pre-Assessment and Reflection**

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.	1. KWL Chart:  Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that," "I want to learn more about," and "I learned that

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (copy table as needed to address clustered SLOs; add rows as needed to each table)

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
WALT Determine the American policies and civil rights towards the Japanese	Active Reading:     Engage with the     textbook or assigned     readings actively by	Exit Tickets: Have students answer a brief question or summarize the day's	1. Instructional Strategies and Activities	<ul><li>12. Extended Time:</li><li> Modification: Offer extended time for completing</li></ul>
during WWII.  WALT  Evaluate the  Commitment of the  United States to human rights policies.	taking notes, highlighting key points, and asking questions.	lesson on an index card as they leave the classroom.	District Textbook     Primary and Secondary	pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:
WALT Evaluate the Role of New Jersey (Defense industries) in World War II.  WALT Explain the expressions of a strong sense of	2. Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.	2. Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.	Source Analysis Strategies  4. Online Textbook - Peer Edited by College Professors	Modification:     Utilize digital tools,     such as online     concept mapping     software or     multimedia     resources, to     engage students     with diverse     learning
nationalism despite discrimination in the military and workforce of women.	3. <b>Time Management</b> : Create a study schedule to manage your time effectively,	3. Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.	<ul><li>5. <u>ReadWorks</u></li><li>6. <u>ActivelyLearn</u></li></ul>	<ul><li>preferences.</li><li>Sensory Supports:</li></ul>

#### WALT

Explain the expressions of a strong sense of nationalism despite discrimination in the military and workforce of African Americans.

#### WALT

Explain the expressions of a strong sense of nationalism despite discrimination in the military and workforce of Native Americans.

#### **WALT**

Explain the expressions of a strong sense of nationalism despite discrimination in the military and workforce of Asian Americans.

#### WALT

Assess the Response of the U.S. and other nations to the violation of human rights during the Holocaust.

#### WALT

Explain the Creation of the United Nations.

and stick to it to ensure consistent study sessions.

4. Use of Primary
Sources: Familiarize
yourself with primary
source documents,
letters, diaries, and
speeches to gain a
firsthand
understanding of
historical events and
perspectives.

5. Discussion
Participation:
Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

- 4. Kahoot or Quizlet
  Live: Use online quiz
  platforms like Kahoot
  or Quizlet Live to
  create interactive
  quizzes or
  flashcard-based
  games that assess
  knowledge retention.
- 5. Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.
- 6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.
- 7. **Graphic Organizers**: Provide graphic organizers like timelines. Venn

- 7. NewsELA
- 8. <u>Digital Museums</u>
- 9. <u>Digital History</u> <u>Database</u>
- 10. Africans in America
- 11. U.S. History
  Lessons |
  Stanford History
  Education Group

## **Unit Specific**

WWII Rationing
Activity: Students will
work with one another to
create a grocery list
using rationing stamps.
WWII Rationing
Resource

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.

WALT Explain the Creation of the Universal Declaration of Human Rights.		diagrams, or cause-and-effect charts to help students organize historical information.	Japanese Internment Camp Letter Home Resource for Activity	
WALT Evaluate the Effectiveness of United Nations' human right policies. WALT	8.	Jigsaw Activity: Divide the class into groups, each responsible for	Holocaust Survivor Testimony Activity: Testimony Resource	
Assess the Impact on the arms race on world power and national foreign policy.  WALT Assess the Proliferation of nuclear weapons on world power and national foreign policy.	9.	researching and presenting a different aspect of a historical event or topic. This encourages collaboration.  One-Minute Papers: Ask students to write a brief summary or	Wartime Economy and Minority Workforce during WWII: Students will analyze women and minority groups gaining workplace equality	
WALT Evaluate the Effectiveness of the Treaty of Versailles and the League of Nations following WWI in preventing international disputes.		response to a historical question or prompt in one minute.	during WWII. African Americans during WWII  Women during and after WWII	-

## WALT

Compare the perspectives of victims during the Holocaust.

WALT		Primary Source	
Evaluate the Shift in		Analysis: Functions of	
economic resources		the United Nations	
from the production of		United Nations Resource	
domestic goods to			
military goods during			
WWII.			
MALT			
WALT Evaluate the Opportunity			
costs and trade-offs			-
during WWII.			
admig vvv			
WALT			
Analyze the Impact of			
the post-war shift to			
domestic production.			
WALT			
0.000			
Analyze the Impact of Scientific advancements	2		
(agricultural technology)			
on global economies.			
on global coollonics.			

## **Benchmark Assessment 1**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of
	Failure, 504) and Reflections
1. Primary Source Analysis Essay:	ELL:Model and Provide Example. Establish a non-verbal cue to
<ul> <li>Provide students with a set of primary sources on</li> </ul>	redirect students when not on task. Students may use a bilingual
World War II and ask them to write an essay that	dictionary.
analyzes and interprets these sources, addressing	GT:Provide enrichment activities to expand upon the
specific questions or prompts.	curriculum. Use higher level questioning techniques in class and
	on assessments.

At risk:Individualized as needed
IEP/504: Modifications/ Accommodations as stated in IEP

#### **Benchmark Assessment 2**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Assessment on the social implications of marginalized groups during and after World War II.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

## Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Onit Exam:     Administer a comprehensive exam that covers the major events, figures, and concepts of World War II.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

## **Interdisciplinary Connections**

## **Interdisciplinary Connections**

## Reading Standards for Informational Text (RI):

- 1. RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences.
- 2. RI.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
- 3. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text.
- 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text.

## Writing Standards (W):

- 10. **W.6-8.1**: Write arguments to support claims with clear reasons and relevant evidence.
- 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- 12. **W.6-8.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 13. **W.6-8.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

N.J.S.A. 18A:35-28, Holocaust/Genocide Education

The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41

Unit Title: Era 12: Postwar United States: Cold War (1945 to 1970's)

Grade level: 11th Grade Timeframe: 3-4 weeks

#### Core Ideas

In this unit of study Cold War tensions between the United States and communist countries resulted in a conflict that influenced domestic and foreign policy for over forty years.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.1.12. U.S. History

## **Guiding Questions**

- What were the root causes and ideological differences that led to the onset of the Cold War between the United States and the Soviet Union?
- How did the division of Germany and the creation of the Berlin Wall symbolize the tensions of the Cold War, and what were the consequences for the people of Berlin?
- What were the major events and crises of the early Cold War period, such as the Truman Doctrine, the Marshall Plan, and the Korean War?
- How did the arms race and the development of nuclear weapons influence the strategies and foreign policies of the United States and the Soviet Union during the Cold War?
- What role did espionage, espionage scandals, and intelligence agencies like the CIA and KGB play in the Cold War?
- How did the Cold War impact countries outside of the United States and the Soviet Union, particularly in Asia, Africa, and Latin America?
- What were the social and cultural aspects of the Cold War, including the Red Scare, McCarthyism, and the role of popular culture in shaping perceptions of the Cold War?

- How did the Cuban Missile Crisis bring the world to the brink of nuclear conflict, and what lessons can be drawn from this pivotal moment in the Cold War?
- How did proxy wars, such as the Vietnam War and the Afghan War, reflect the global dimensions of the Cold War and its impact on local populations?
- What was the role of diplomacy and diplomacy efforts, such as détente, in easing Cold War tensions and preventing direct military conflict between superpowers?
- How did the Cold War affect civil rights movements in the United States and the struggle for independence in decolonizing nations?
- What were the contributions of key figures, such as Winston Churchill, Joseph Stalin, Harry Truman, Nikita Khrushchev, and Fidel Castro, to the Cold War narrative?
- How did the Cold War influence the space race and scientific advancements, including the launch of Sputnik and the Apollo moon missions?
- What impact did economic systems, capitalism, and communism have on the development and ideologies of nations during the Cold War?
- How did the fall of the Berlin Wall and the dissolution of the Soviet Union mark the end of the Cold War, and what were the consequences for the world order?
- What are the ongoing geopolitical and cultural legacies of the Cold War, and how does it continue to shape international relations today?

## **Performance Expectations**

## Standards (Taught and Assessed)

- 6.1.12.EconNE.12.a National Economy
- 6.1.12.EconEm.12.a Exchanges and Markets
- 6.1.12. History CC.12.a Continuity and Change
- 6.1.12.HistoryCC.12.d Continuity and Change
- 6.1.12. History SE.12.a-b Historical Sourcing and Evidence

#### **Social-Emotional Learning Competencies**

#### 1. Classroom Discussions:

 Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

#### Instructional Plan

#### Pre-Assessment and Reflection

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about	KWL Chart:     Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can
it.	give them prompts like, "I know that," "I want to learn more about," and "I learned that

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (copy table as needed to address clustered SLOs: add rows as needed to each table)

SLO - WALT **Student Strategies Possible Formative** Possible Activities and Modifications (ELL, Assessment Special Education, Resources We are learning to/that Gifted, At-risk of Failure, 504) and Reflections WALT 1. Active Reading: Exit Tickets: Have 1. Instructional 12. Extended Time: Analyze Ideological Engage with the students answer a Strategies and Modification: Offer differences during the textbook or assigned brief question or **Activities** extended time for Cold War. readings actively by summarize the day's completing taking notes, lesson on an index 2. District Textbook pre-assessment WALT highlighting key card as they leave the activities to Analyze U.S. points, and asking classroom. 3. Primary and accommodate involvement to contain questions. Secondary students who may communism. Source Analysis require additional 2. Effective Think-Pair-Share: Strategies processing time. Note-Taking: Ask students to think **Digital Tools:** 

#### **WALT**

Analyze U.S. involvement in the Korean War, Vietnam War, and Cuban Missile Crisis.

#### WALT

Evaluate the effectiveness of the UN's human rights policies.

#### WALT

Analyze Efforts to eliminate communism.

#### WALT

Analyze the Impact of American governmental policies on independence in Africa, Asia, the Middle East and Latin America.

#### WALT

Explain the Development and proliferation of nuclear weapons.

5. Discussion Participatio Actively part

#### WALT

Explain the effects of nuclear weapon development on international relations.

- Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.
- Time Management:
   Create a study
   schedule to manage
   your time effectively,
   and stick to it to
   ensure consistent
   study sessions.
- 4. Use of Primary
  Sources: Familiarize
  yourself with primary
  source documents,
  letters, diaries, and
  speeches to gain a
  firsthand
  understanding of
  historical events and
  perspectives.
- 5. Discussion
  Participation:
  Actively participate in classroom
  discussions, sharing your opinions and asking questions to deepen your understanding.

- about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.
- 3. Concept Mapping:
  Have students create
  concept maps to
  visually represent the
  connections between
  key concepts and
  events in U.S. history.
- 4. Kahoot or Quizlet
  Live: Use online quiz
  platforms like Kahoot
  or Quizlet Live to
  create interactive
  quizzes or
  flashcard-based
  games that assess
  knowledge retention.
- Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.
- Socratic Seminars:
   Conduct student-led discussions where they explore historical

- 4. Online Textbook Peer Edited by
  College
  Professors
- 5. ReadWorks
- 6. ActivelyLearn
- 7. NewsELA
- 8. <u>Digital Museums</u>
- 9. <u>Digital History</u> Database
- 10. Africans in America
- 11. U.S. History
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#### **Unit Specific**

Cold War Summit Simulation Activity:

Students are divided into groups and represent various global powers during a summit. Cold War Resources

- Modification:
  Utilize digital tools,
  such as online
  concept mapping
  software or
  multimedia
  resources, to
  engage students
  with diverse
  learning
  preferences.
- SensorySupports:

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

## Assistive Technology:

Modification: Allow students to use assistive technology devices or software that can read text aloud or

WALT Examine Constitutional issues involving war powers in the U.S. including during the Korean and Vietnam War.  WALT Explain the Perspectives of the scientific community and the	topics, ask questions, and engage in dialogue to deepen understanding.  7. Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help	Cuban Missile Crisis Role Play: Students negotiate with one another as key players during the crisis. Cuban Missile Crisis Resources	provide other necessary accommodations.
Government during the Space Race  WALT Explain the Perspectives of the People during the Space Race.  WALT	students organize historical information.  8. <b>Jigsaw Activity</b> : Divide the class into groups, each responsible for researching and presenting a different	Cold War Pop Culture Posters: Activity Resource  Cold War Propaganda Analysis: Activity	
Explain the Implications and outcomes of the Space Race.  WALT Assess the Role of the public and private sector in promoting economic	aspect of a historical event or topic. This encourages collaboration.  9. One-Minute Papers: Ask students to write a brief summary or	Resource  Cold War Debate: Activity Resource	
walt Use a variety of sources to explain American foreign policy during the Arab-Israeli Conflict.	response to a historical question or prompt in one minute.		

## **Benchmark Assessment 1**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Primary Source Analysis Essay:     Provide students with a set of primary sources on the Cold War and ask them to write an essay that analyzes and interprets these sources, addressing specific questions or prompts.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.  GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.  At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

## **Benchmark Assessment 2**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Assessment on the implications of a post war economy and society for citizens in the United States from different backgrounds.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

## Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
1. Unit Exam:	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.

Administer a comprehensive exam that covers the major events, figures, and concepts of the Cold War..
 GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.
 At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

## **Interdisciplinary Connections**

## **Interdisciplinary Connections**

## Reading Standards for Informational Text (RI):

- 1. RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences.
- 2. RI.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
- 3. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text.
- 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text.

## Writing Standards (W):

- 10. W.6-8.1: Write arguments to support claims with clear reasons and relevant evidence.
- 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- 12. **W.6-8.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 13. **W.6-8.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

N.J.S.A. 18A:35-28, Holocaust/Genocide Education

The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41

Unit Title: Era 13 - Postwar United States: Civil Rights and Social Change (1945 to early 1970's)

Grade level: 11th Grade Timeframe: 3-4 weeks

#### Core Ideas

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.1.12. U.S. History

#### **Essential Questions**

- 1. How did the Civil Rights Movement challenge and transform the racial segregation and discrimination that existed in postwar America?
- 2. What were the key events and figures that contributed to the emergence and growth of the Civil Rights Movement in the 1950s and 1960s?
- 3. What role did nonviolent resistance, civil disobedience, and peaceful protests play in advancing the goals of the Civil Rights 3. Movement?
- 4. How did the Supreme Court decisions in cases like Brown v. Board of Education and Montgomery Bus Boycott impact the legal framework of segregation and racial inequality?
- 5. What was the significance of grassroots organizing and the role of civil rights organizations like the NAACP, SCLC, and SNCC in the struggle for civil rights?
- 6. How did the media, including television and newspapers, influence public opinion and awareness of civil rights issues during this period?
- 7. What were the contributions and leadership of key figures such as Martin Luther King Jr., Malcolm X, Rosa Parks, and John Lewis to the Civil Rights Movement?
- 8. How did the federal government's response to the Civil Rights Movement evolve over time, from the Truman and Eisenhower administrations to the Johnson administration?

- 9. What were the challenges and successes of desegregation in schools, public facilities, and voting rights during the Civil Rights Movement?
- 10. How did the Civil Rights Act of 1964 and the Voting Rights Act of 1965 impact civil rights and social change in the United States?
- 11. What were the connections between the Civil Rights Movement and other social justice movements of the era, including the women's rights movement and the anti-war movement?
- 12. What were the social and cultural changes that occurred as a result of the Civil Rights Movement, including shifts in attitudes towards race and diversity?
- 13. How did the Civil Rights Movement influence the ongoing struggle for equality and social justice in contemporary America?
- 14. What lessons can be drawn from the Civil Rights Movement about the power of collective action, activism, and the pursuit of justice?
- 15. How do the legacies of the Civil Rights Movement continue to shape discussions and policies related to race, diversity, and inclusion in the United States today?

## **Performance Expectations**

## Standards (Taught and Assessed)

- 6.1.12.CivicsPI.13.a Civics and Political Institutions
- 6.1.12.CivicsDP.13.a Demographic Principles
- 6.1.12.GeoPP.13.a-b Human Population Patterns
- 6.1.12.GeoHE.13.a Human Environment Interaction
- 6.1.12.EconNE.13.a-b National Economy
- 6.1.12.HistoryCC.13.a-b Continuity and Change
- 6.1.12.HistoryCC.13.c-d Continuity and Change
- 6.1.12. History UP.13.a Understanding Perspectives

### **Social-Emotional Learning Competencies**

- 1. Classroom Discussions:
  - Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

#### Instructional Plan

## **Pre-Assessment and Reflection**

1. KWL Chart:
<ul> <li>Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that," "I want to learn more about," and "I learned that</li> </ul>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (copy table as needed to address clustered SLOs; add rows as needed to each table)

SLO – WALT We are learning to/that	St	udent Strategies		ossible Formative ssessment		ible Activities and urces	S	Modifications (ELL, Special Education, Sifted, At-risk of Failure, 504) and Reflections
WALT	1.	Active Reading:	1.	Exit Tickets: Have		ctional Strategies	1.	Extended Time:
Analyze the		Engage with the		students answer a	and A	ctivities	0	Modification: Offer
effectiveness of policies,		textbook or assigned		brief question or				extended time for
in promoting civil		readings actively by		summarize the day's	Distri	ct Textbook		completing
liberties and equal		taking notes,		lesson on an index				pre-assessment
opportunities (i.e., the		highlighting key		card as they leave the		ary and Secondary		activities to
Civil Rights Act, the		points, and asking		classroom.		<u>ce Analysis</u>		accommodate
Voting Rights Act, the		questions.			Strate	<u>egies</u>		students who may
Equal Rights	_	E6645		Think Dair Oham	Onlin	- Toutherds Dees		require additional
Amendment, Title VII,	2.		2.	Think-Pair-Share:		e Textbook - Peer		processing time.
Title IX, Affirmative		Note-Taking:		Ask students to think	100	d by College	0	Digital Tools:
Action, Brown v. Board		Develop a		about a question	Profe	ssors		<ul> <li>Modification:</li> </ul>
		note-taking system		related to the lesson,				Utilize digital tools,

of Education, and Roe v. Wade).

that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.

- 3. Time Management:
  Create a study
  schedule to manage
  your time effectively,
  and stick to it to
  ensure consistent
  study sessions.
- 4. Use of Primary
  Sources: Familiarize
  yourself with primary
  source documents,
  letters, diaries, and
  speeches to gain a
  firsthand
  understanding of
  historical events and
  perspectives.
- 5. Discussion
  Participation:
  Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

discuss it with a partner, and then share their thoughts with the class.

- 3. Concept Mapping:
  Have students create
  concept maps to
  visually represent the
  connections between
  key concepts and
  events in U.S. history.
- 4. Kahoot or Quizlet
  Live: Use online quiz
  platforms like Kahoot
  or Quizlet Live to
  create interactive
  quizzes or
  flashcard-based
  games that assess
  knowledge retention.
- 5. **Peer Review**: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.
- Socratic Seminars:

   Conduct student-led discussions where they explore historical topics, ask questions, and engage in

ReadWorks

<u>ActivelyLearn</u>

**NewsELA** 

**Digital Museums** 

**Digital History Database** 

Africans in America

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**Unit Specific** 

Civil Rights Movement in Today's Context:

Discuss the relevance of the Civil Rights
Movement today and connect it to contemporary social justice issues.
Encourage students to reflect on how far we have come and

such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

Sensory Supports:

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

 Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other

WALT	Active Reading:	dialogue to deepen understanding.  Exit Tickets: Have	what work still remains.  Activity Link  Economic Impact of	necessary accommodations.  Extended Time:
Explain how organizations and individuals used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).	Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.	students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.	the Civil Rights  Movement  Discuss the economic impact of the Civil Rights Movement.  Explore how desegregation and civil rights legislation affected the economy.  Activity Link	Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.
WALT Craft an argument as to the effectiveness of New Jersey's laws in eliminating segregation and discrimination.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Peer Review: Have students review and	Digital Storytelling:  Have students create digital storytelling projects using platforms like StoryMapJS to narrate the Civil Rights Movement in New Jersey through maps	Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other

.

	Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.	provide feedback on each other's essays or projects related to U.S. history topics.	and multimedia elements.  Activity Link	necessary accommodations.
WALT Croft on argument as to	Active Reading:	Exit Tickets: Have	Instructional Strategies	Extended Time: Modification: Offer
Craft an argument as to the effectiveness of	Engage with the textbook or assigned	students answer a brief question or summarize	and Activities	extended time for
New Jersey Supreme	readings actively by	the day's lesson on an	District Textbook	completing
Court decisions (i.e.,	taking notes, highlighting	index card as they leave		pre-assessment
Hedgepeth and Williams	key points, and asking	the classroom.	Primary and Secondary	activities to
v. Trenton Board of	questions.		Source Analysis	accommodate students
Education).		Peer Review: Have	Strategies	who may require
	Use of Primary Sources: Familiarize	students review and	Online Taythack Book	additional processing time.
	yourself with primary	provide feedback on each other's essays or	Online Textbook - Peer Edited by College	ume.
	source documents,	projects related to U.S.	Professors	Digital Tools:
	letters, diaries, and	history topics.	1101000010	Modification: Utilize
	speeches to gain a		ReadWorks	digital tools, such as
	firsthand understanding			online concept
	of historical events and		<u>ActivelyLearn</u>	mapping software or
	perspectives.	2	Name El A	multimedia resources,
			NewsELA	to engage students
			Digital Museums	with diverse learning preferences.
			Digital Maccallo	protoronous.
			DIgital History Database	
			Africans in America	

	U.S. History Lessons   Stanford History Education Group	
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SLO – WALT  We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
WALT	Active Reading:	Exit Tickets: Have	Instructional Strategies	Extended Time:
Craft an argument as to the effectiveness of the	Engage with the textbook or assigned	students answer a brief question or summarize	and Activities	Modification: Offer extended time for
New Jersey Constitution	readings actively by	the day's lesson on an	District Textbook	completing
of 1947.	taking notes, highlighting	index card as they leave		pre-assessment
	key points, and asking	the classroom.	Primary and Secondary	activities to
	questions.		Source Analysis	accommodate students
	Use of Primary	Think-Pair-Share: Ask	<u>Strategies</u>	who may require additional processing
	Sources: Familiarize	students to think about a	Online Textbook - Peer	time.
	yourself with primary	question related to the	Edited by College	
	source documents,	lesson, discuss it with a	<u>Professors</u>	Digital Tools:
	letters, diaries, and speeches to gain a	partner, and then share their thoughts with the	ReadWorks	Modification: Utilize digital tools, such as
	firsthand understanding	class.	INGAUTOUNS	online concept
	of historical events and		<u>ActivelyLearn</u>	mapping software or
	perspectives.	Concept Mapping:		multimedia resources,
		Have students create	NewsELA	to engage students
		concept maps to visually represent the	Digital Museums	with diverse learning preferences.
		connections between	<u>Digital Maddanio</u>	proferences.
		key concepts and events	<u>Digital History Database</u>	
		in U.S. history.	A.C.1	
		Kahoot or Quizlet Live:	Africans in America	
	*	Use online quiz		

		platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.	U.S. History Lessons   Stanford History Education Group	
		Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.		
		Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.		
WALT Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.	Suburban Expansion Map:  Have students create a map showing the expansion of suburbs in the 1950s and 1960s, marking key cities and	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require
	Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding	Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the	suburbs.  Activity Link	additional processing time.  Digital Tools: Modification: Utilize digital tools, such as online concept

of historical events and perspectives.	class.  Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.	,	mapping software or multimedia resources, to engage students with diverse learning preferences.
	Kahoot or Quizlet Live: Use online quiz		
	platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.		
	Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.		
	Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.		

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Make evidence-based inferences to describe how this movement impacted cities.

#### **Active Reading:**

Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.

#### **Use of Primary**

Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

#### **Concept Mapping:**

Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.

#### Kahoot or Quizlet Live:

Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

**Peer Review**: Have students review and provide feedback on each other's essays or <u>Instructional Strategies</u> <u>and Activities</u>

**District Textbook** 

Primary and Secondary Source Analysis Strategies

Online Textbook - Peer Edited by College Professors

ReadWorks

**ActivelyLearn** 

**NewsELA** 

**Digital Museums** 

**Digital History Database** 

Africans in America

U.S. History Lessons |
Stanford History
Education Group

#### **Extended Time:**

Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.

#### **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

WALT	Active Reading:	projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.  Exit Tickets: Have	Host a classroom debate	Extended Time:
Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).	Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.	students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.  Kahoot or Quizlet Live: Use online quiz	on the effectiveness of the War on Poverty, with students taking on different roles and perspectives, such as policymakers, advocates, and critics.  Activity Link	Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

		platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding		
WALT Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share	Instructional Strategies and Activities  District Textbook  Primary and Secondary Source Analysis Strategies  Online Textbook - Peer Edited by College Professors	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools: Modification: Utilize
	speeches to gain a firsthand understanding	their thoughts with the	ReadWorks	digital tools, such as online concept

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of historical events and	class.	<u>ActivelyLearn</u>	mapping software or
perspectives.			multimedia resources,
	Concept Mapping:	<u>NewsELA</u>	to engage students
	Have students create	D: H I M	with diverse learning
	concept maps to visually	<u>Digital Museums</u>	preferences.
	represent the	Disited History Details	
	connections between	<u>Digital History Database</u>	
	key concepts and events	Africana in America	
	in U.S. history.	Africans in America	
	Kahoot or Quizlet Live:	U.S. History Lessons	
	Use online guiz	Stanford History	
	platforms like Kahoot or	Education Group	
	Quizlet Live to create		
	interactive quizzes or		
	flashcard-based games		675
	that assess knowledge		
	retention.		
	Peer Review: Have		
-	students review and		
	provide feedback on		
	each other's essays or		
	projects related to U.S.		
	history topics.		
	Socratic Seminars:		
	Conduct student-led		
	discussions where they		
*	explore historical topics,		
	ask questions, and		*
	engage in dialogue to		
	deepen understanding	30	
			<u> </u>

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Relate American economic expansion after World War II to increased consumer demand

#### **Active Reading:**

Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.

#### **Use of Primary**

Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

#### **Concept Mapping:**

Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.

#### Kahoot or Quizlet Live:

Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

**Peer Review**: Have students review and provide feedback on each other's essays or <u>Instructional Strategies</u> <u>and Activities</u>

**District Textbook** 

Primary and Secondary
Source Analysis
Strategies

Online Textbook - Peer Edited by College Professors

ReadWorks

**ActivelyLearn** 

**NewsELA** 

**Digital Museums** 

**Digital History Database** 

Africans in America

U.S. History Lessons |
Stanford History
Education Group

#### **Extended Time:**

Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.

#### **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

		projects related to U.S.		
		history topics.		
		Socratic Seminars:		
		Conduct student-led		
		discussions where they	85	
		explore historical topics,		
		ask questions, and	(2) (4	
		engage in dialogue to deepen understanding		
		acoport and orotal and		
WALT	Active Reading:	Exit Tickets: Have	Instructional Strategies	Extended Time:
Use quantitative data and other sources to	Engage with the textbook or assigned	students answer a brief question or summarize	and Activities	Modification: Offer
describe the extent to	readings actively by	the day's lesson on an	District Textbook	extended time for completing
which changes in	taking notes, highlighting	index card as they leave	District Textbook	pre-assessment
national policy impacted	key points, and asking	the classroom.	Primary and Secondary	activities to
immigration in the United	questions.		Source Analysis	accommodate students
States after 1965.	Hee of Drimon.	Think-Pair-Share: Ask	Strategies	who may require
-	Use of Primary Sources: Familiarize	students to think about a	Online Textbook - Peer	additional processing time.
	yourself with primary	question related to the	Edited by College	unie.
	source documents,	lesson, discuss it with a	Professors	Digital Tools:
	letters, diaries, and	partner, and then share		Modification: Utilize
	speeches to gain a	their thoughts with the	ReadWorks	digital tools, such as
	firsthand understanding of historical events and	class.	Activelyl com	online concept
	perspectives.	Concept Mapping:	ActivelyLearn	mapping software or multimedia resources,
	perspessives.	Have students create	NewsELA	to engage students
		concept maps to visually		with diverse learning
		represent the	<u>Digital Museums</u>	preferences.
		connections between	Digital History Database	
, , , , , , , , , , , , , , , , , , ,		key concepts and events in U.S. history.	<u>Digital History Database</u>	
196		in O.O. History.	Africans in America	
		Kahoot or Quizlet Live:		
		Use online quiz		

		platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and	U.S. History Lessons Stanford History Education Group	
		engage in dialogue to deepen understanding		
WALT	Active Reading:	Exit Tickets: Have	Instructional Strategies	Extended Time:
Use quantitative data	Engage with the	students answer a brief	and Activities	Modification: Offer
and other sources to	textbook or assigned	question or summarize		extended time for
describe the extent to	readings actively by	the day's lesson on an	District Textbook	completing
which changes in	taking notes, highlighting	index card as they leave		pre-assessment
national policy impacted	key points, and asking	the classroom.	Primary and Secondary	activities to
immigration to New	questions.		Source Analysis	accommodate students
Jersey.		Think Bein Ohene Ask	Strategies	who may require
	Use of Primary	Think-Pair-Share: Ask	Online Toythack Book	additional processing time.
	Sources: Familiarize	students to think about a question related to the	Online Textbook - Peer Edited by College	unie.
	yourself with primary source documents,	lesson, discuss it with a	Professors	Digital Tools:
	letters, diaries, and	partner, and then share	1101633013	Modification: Utilize
	speeches to gain a	their thoughts with the	ReadWorks	digital tools, such as
	firsthand understanding	anon modgino with the	1.000110110	online concept
	Institutio direct startaing	1	1	Cio Concopt

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of historical events and	class.	ActivelyLearn	mapping software or
perspectives.		=====	multimedia resources,
	Concept Mapping:	NewsELA	to engage students
	Have students create		with diverse learning
	concept maps to visually	<u>Digital Museums</u>	preferences.
z z	represent the connections between	Digital History Database	
		DIgital History Database	
	key concepts and events in U.S. history.	Africans in America	
	III O.S. History.	Afficans in Afficia	
	Kahoot or Quizlet Live:	U.S. History Lessons	
	Use online quiz	Stanford History	
	platforms like Kahoot or	Education Group	
	Quizlet Live to create		
	interactive quizzes or		
	flashcard-based games		
	that assess knowledge		
	retention.		
	Peer Review: Have		
	students review and		
	provide feedback on		
	each other's essays or		
	projects related to U.S.		
	history topics.		
	,,		
	Socratic Seminars:		
	Conduct student-led		
	discussions where they		
	explore historical topics,		
	ask questions, and		
	engage in dialogue to		
	deepen understanding		

#### **WALT**

Construct an argument on the effectiveness of environmental movements, their influence on public attitudes.

#### **Active Reading:**

Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.

#### **Use of Primary**

Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

Exit Tickets: Have students answer a brief question or summarize the day's lesson on an

the day's lesson on an index card as they leave the classroom.

the classroom.

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

#### **Concept Mapping:**

Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.

#### Kahoot or Quizlet Live:

Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

**Peer Review**: Have students review and provide feedback on each other's essays or Encourage students to create art projects inspired by nature and environmental themes, such as eco-friendly sculptures or paintings.

#### **Activity Link**

### **Extended Time:**

Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.

#### **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

		projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding		
WALT	Active Reading:	Exit Tickets: Have	Instructional Strategies	Extended Time:
Construct an argument on the government's	Engage with the textbook or assigned	students answer a brief question or summarize	and Activities	Modification: Offer
environmental protection	readings actively by	the day's lesson on an	District Textbook	extended time for completing
agencies and laws.	taking notes, highlighting	index card as they leave	<u> </u>	pre-assessment
	key points, and asking	the classroom.	Primary and Secondary	activities to
	questions.		Source Analysis	accommodate students
			Strategies	who may require
,	Use of Primary	Think-Pair-Share: Ask		additional processing
	Sources: Familiarize	students to think about a	Online Textbook - Peer	time.
	yourself with primary source documents,	question related to the	Edited by College	Digital Tables
	letters, diaries, and	lesson, discuss it with a partner, and then share	Professors	Digital Tools: Modification: Utilize
-	speeches to gain a	their thoughts with the	ReadWorks	digital tools, such as
**	firsthand understanding	class.	<u>rtcaavvorts</u>	online concept
	of historical events and		ActivelyLearn	mapping software or
	perspectives.	Concept Mapping:		multimedia resources,
		Have students create	NewsELA	to engage students
		concept maps to visually		with diverse learning
		represent the	<u>Digital Museums</u>	preferences.
		connections between key concepts and events	Digital History Database	
		in U.S. history.	Digital History Database	
		Stor motory.	Africans in America	
		Kahoot or Quizlet Live:		
K.		Use online quiz		

platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.	U.S. History Lessons   Stanford History Education Group	
Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.		
Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding	, ~	

#### **Benchmark Assessment 1**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Primary Source Analysis Essay:     Provide students with a set of primary sources on the Civil Rights Movement and ask them to write an essay that analyzes and interprets these sources, addressing specific questions or prompts.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed

	IEP/504: Modifications/ Accommodations as stated in IEP
Ranchmark Assassment 2	

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Assessment on the emerging Civil Rights movement from right after World War II up through the early 1960's.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

### Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ul> <li>Unit Exam:         <ul> <li>Administer a comprehensive exam that covers the major events, figures, and concepts of the Civil Rights Movement.</li> </ul> </li> </ul>	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

### **Interdisciplinary Connections**

Interdisci	plinary	Connections
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## Reading Standards for Informational Text (RI):

1. RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences.

- 2. **RI.6-8.2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
- 3. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text.
- 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text.

#### Writing Standards (W):

- 10. W.6-8.1: Write arguments to support claims with clear reasons and relevant evidence.
- 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- 12. **W.6-8.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 13. **W.6-8.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

N.J.S.A. 18A:35-28, Holocaust/Genocide Education

The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41

Unit Title: Era 14: Contemporary United States: Domestic Policies (1970-Today)

Grade level: 11th Grade Timeframe: 7-8 weeks

#### **Core Ideas**

Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.1.12. U.S. History

#### **Essential Questions**

- 1. How has the role of the federal government in domestic policy evolved since the 1970s, and what factors have influenced these changes?
- 2. What were the major economic challenges and policies implemented in the United States during this period, including inflation, recessions, and fiscal policies?
- 3. How did the environmental movement of the 1970s shape environmental policies, including the creation of regulatory agencies and landmark legislation like the Clean Air Act and Clean Water Act?
- 4. What were the key social and cultural changes in America during this period, and how did they influence domestic policies related to civil rights, gender equality, and LGBTQ+ rights?
- 5. How did the healthcare system in the United States change from the 1970s to the present, including the expansion of government programs like Medicare and Medicaid?
- 6. What were the effects of immigration policies and debates on the United States during this time, and how did immigration patterns evolve?
- 7. How did the War on Drugs and crime policies impact domestic policy and communities, particularly in relation to mass incarceration and criminal justice reform?

- 8. How has the debate over education policy evolved, including issues related to standards, funding, and access to quality education?
  - What were the major policy responses to economic recessions and financial crises, such as the Great Recession of 2008?
- 9. How have technological advancements, including the internet and digital communication, influenced domestic policy and governance?
- 10. What were the key developments in housing policy, including the housing market crashes and efforts to address homelessness?
- 11. How did the United States respond to public health crises, such as the AIDS epidemic and the opioid epidemic, in terms of policy and public health initiatives?
- 12. How have energy and environmental policies evolved to address issues like climate change, renewable energy, and sustainability?
- 13. What role have social movements and advocacy groups played in shaping domestic policies, including movements for racial justice, LGBTQ+ rights, and gun control?
- 14. How did changes in the Supreme Court's composition and decisions impact domestic policy, including decisions related to healthcare, marriage equality, and campaign finance?
- 15. What were the major legislative achievements and challenges in domestic policy during this period, including the Affordable Care Act (Obamacare) and tax reform?
- 16. How have debates over entitlement programs like Social Security and Medicare evolved, and what are the prospects for their sustainability in the future?

#### **Performance Expectations**

#### Standards (Taught and Assessed)

- 6.1.12.CivicsPI.14.a -d Clvics and Political Institutions
- 6.1.12.CivicsCM.14.b Clvic Mindedness
- 6.1.12.CivicsPD.14.a Democratic Principles
- 6.1.12.GeoPP.14.a Human Population Patterns
- 6.1.12.GeoHE.14.a Human Environment Interaction
- 6.1.12.EconNE.14.a GeoNE.14.a National Economy
- 6.1.12.EconEM.14.a Exchanges and Markets
- 6.1.12.HistoryCA.14.a-c Claims and Argumentation
- 6.1.12. History CC.14.a Continuity and Change
- 6.1.12. History SE.14.a-c Historical Sourcing and Evidence
- 6.1.12. History CC.14.b Continuity and Change

### 6.1.12. History CC.14.c-d-e - Continuity and Change

#### **Social-Emotional Learning Competencies**

- 1. Classroom Discussions:
  - Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

#### Instructional Plan

#### **Pre-Assessment and Reflection**

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<b>KWL Chart</b> : Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.	1. KWL Chart:  Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that," "I want to learn more about," and "I learned that

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (copy table as needed to address clustered SLOs: add rows as needed to each table)

SLO – WALT  We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
WALT	1. Active Reading:	1. Exit Tickets: Have	Instructional Strategies	Extended Time:
Use case studies to	Engage with the	students answer a	and Activities	
evaluate the	textbook or assigned	brief question or		Modification: Offer
effectiveness of the	readings actively by	summarize the day's	District Textbook	extended time for
checks and balances	taking notes,	lesson on an index		completing

system in preventing one branch of national government from usurping too much power during contemporary times. highlighting key points, and asking questions.

- Effective
   Note-Taking:
   Develop a
   note-taking system
   that works for you,
   whether it's Cornell
   notes, outline-style
   notes, or digital
   note-taking tools.
- 3. Time Management:
  Create a study
  schedule to manage
  your time effectively,
  and stick to it to
  ensure consistent
  study sessions.
- 4. Use of Primary
  Sources: Familiarize
  yourself with primary
  source documents,
  letters, diaries, and
  speeches to gain a
  firsthand
  understanding of
  historical events and
  perspectives.
- Discussion
   Participation:
   Actively participate in classroom

card as they leave the classroom.

- Think-Pair-Share:
   Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.
- 3. Concept Mapping:
  Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.
- 4. Kahoot or Quizlet
  Live: Use online quiz
  platforms like Kahoot
  or Quizlet Live to
  create interactive
  quizzes or
  flashcard-based
  games that assess
  knowledge retention.
- 5. Peer Review: Have students review and provide feedback on each other's essays or projects related to

Primary and Secondary
Source Analysis
Strategies

Online Textbook - Peer Edited by College Professors

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#### **Unit Specific**

## Separation of Powers Scenarios:

Provide real-world scenarios and ask students to identify which branch of government should address each issue, pre-assessment activities to accommodate students who may require additional processing time.

#### **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

#### **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

## Assistive Technology:

Modification: Allow students to use assistive technology

	discussions, sharing your opinions and asking questions to deepen your understanding.	U.S. history topics.  6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen	explaining their reasoning. Activity Link	devices or software that can read text aloud or provide other necessary accommodations.
WALT Explore the contributions of women to the American economy, politics, and society.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.  Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.	Identity Mapping Students will create identity maps that explore their own backgrounds, experiences, and the cultures they identify with. Discuss how diversity enriches communities.  Activity Link	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time . Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.  Sensory Supports: Modification: Provide sensory supports, like

	of historical events and perspectives.  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Explore the contributions of racial and ethnic minorities to the American economy, politicWALT Explore the contributions of the LGBTQ community to the American economy,politics, and society.s, and society.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.	Assign students to research and present on notable figures from various ethnic and racial backgrounds who have made significant contributions to American history and culture.  Activity Link	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as online concept

note-taking tools. mapping software or multimedia resources. Peer Review: Have to engage students **Use of Primary** with diverse learning students review and Sources: Familiarize provide feedback on preferences. yourself with primary each other's essays or source documents. **Sensory Supports:** projects related to U.S. letters, diaries, and history topics. Modification: Provide speeches to gain a firsthand understanding sensory supports, like Socratic Seminars: of historical events and fidget tools or sensory Conduct student-led breaks, for students perspectives. discussions where they with sensory explore historical topics, Discussion sensitivities to help ask questions, and Participation: Actively them stay engaged engage in dialogue to participate in classroom during deepen discussions, sharing pre-assessments. your opinions and asking questions to deepen **Assistive** Technology: your understanding. Modification: Allow students to use assistive technology devices or software that can read text

#### WALT **Active Reading:** Exit Tickets: Have **Accessible Technology Extended Time:** Explore the Engage with the students answer a brief **Exploration:** contributions of textbook or assigned question or summarize Introduce students to Modification: Offer individuals with readings actively by the day's lesson on an accessible technology disabilities to the taking notes, highlighting extended time for index card as they leave and assistive devices

aloud or provide other

accommodations.

necessary

American economy, politics, and society.

key points, and asking questions.

**Effective Note-Taking:** 

Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.

Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

**Discussion Participation**: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

the classroom.

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

#### **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen used by disabled individuals. Discuss the role of technology in improving accessibility. Activity Link

completing
pre-assessment
activities to
accommodate students
who may require
additional processing
time.

#### **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

#### **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

Assistive Technology:

				Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Analyze the social,	Active Reading: Engage with the	Exit Tickets: Have students answer a brief	<u>District Textbook</u>	Extended Time:
economic, and political	textbook or assigned	question or summarize	Primary and Secondary	
contributions of	readings actively by	the day's lesson on an	Source Analysis	Modification: Offer
marginalized and	taking notes, highlighting	index card as they leave the classroom.	Strategies	extended time for completing
underrepresented groups.	key points, and asking questions.	the classroom.		pre-assessment
0.134.1	1	ALLENDA ME SELLEN LINEAR		activities to
	Effective Note-Taking:	Think-Pair-Share: Ask students to think about a		accommodate students who may require
	Develop a note-taking	question related to the		additional processing
	system that works for	lesson, discuss it with a		time.
	you, whether it's Cornell notes, outline-style	partner, and then share		
	notes, or digital note-taking tools.	their thoughts with the class.		Digital Tools:
				Modification: Utilize
	Use of Primary	,		digital tools, such as
	<b>Sources</b> : Familiarize yourself with primary	Peer Review: Have		online concept mapping software or
	source documents,	students review and provide feedback on		multimedia resources,
	letters, diaries, and	each other's essays or		to engage students with diverse learning
	speeches to gain a firsthand understanding	projects related to U.S. history topics.		preferences.
	3	Thistory topics.		

	of historical events and perspectives.  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Determine how 9/11 attacks contributed to national security, and civil liberties debates.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask	Encourage students to participate in a 9/11 Day of Service by volunteering in their communities as a way to honor the victims and heroes of 9/11.  Activity Link	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students
	Effective Note-Taking: Develop a note-taking system that works for	students to think about a question related to the lesson, discuss it with a	Activity Link	who may require additional processing time.

you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.

Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

**Discussion Participation**: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

partner, and then share their thoughts with the class.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen

#### **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

#### **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other

				necessary accommodations.
WALT Evaluate the Decisions to wage war in Afghanistan and Iraq after 9/11.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.	Hold a classroom debate on controversial topics related to 9/11, such as the USA PATRIOT Act or the invasion of Iraq. Assign students to argue different sides of these issues.	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to
	Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.	Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.	Activity Link	accommodate student who may require additional processing time.  Digital Tools:
	Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.	Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they		Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.  Sensory Supports:
	Discussion Participation: Actively participate in classroom discussions, sharing	explore historical topics, ask questions, and engage in dialogue to deepen		Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory

	your opinions and asking questions to deepen your understanding.			sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software
				that can read text aloud or provide other necessary accommodations.
WALT Compare George HW Bush's Iraq policy with George W. Bush's Iraq policy.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.	District Textbook  Primary and Secondary Source Analysis Strategies	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:
	perspectives.	Peer Review: Have students review and		Modification: Utilize digital tools, such as

WALT	Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.  Active Reading:	provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen	ReadWorks	online concept mapping software or multimedia resources, to engage students with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
Make inferences about	Engage with the	students answer a brief	Neduvvoiks	Exteriosa fillis.
the role of Partisan	textbook or assigned	question or summarize		1.4 115 11 055
politics in presidential	readings actively by	the day's lesson on an		Modification: Offer
	taking notes, highlighting	index card as they leave		extended time for

( )

impeachments and trials.	key points, and asking questions.	the classroom.	U.S. History Lessons   Stanford History Education Group	completing pre-assessment activities to
	Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a	Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.		accommodate students who may require additional processing time.  Digital Tools:
	firsthand understanding of historical events and		9	
	perspectives.  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led		Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.
		discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.
		77		Assistive Technology:

				Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.	Organize a classroom simulation where students take on the roles of Supreme Court justices and argue cases involving individual rights.	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to
	Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding	Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.	Activity Link	accommodate students who may require additional processing time.  Digital Tools:
^	of historical events and perspectives.  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking	Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.		Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning
	questions to deepen your understanding.	Socratic Seminars: Conduct student-led discussions where they		preferences.

		explore historical topics, ask questions, and engage in dialogue to deepen		Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.
				Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Use evidence to document the long-term impact of Supreme Court decisions on the protection of civil and human rights.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Use of PrimarySources: Familiarize yourself with	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a	U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.

primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

**Discussion Participation**: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

partner, and then share their thoughts with the class.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen

#### **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

#### **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

## Assistive Technology:

Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other

			,	necessary accommodations.
WALT Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a	U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students
	Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding	question related to the lesson, discuss it with a partner, and then share their thoughts with the class.		who may require additional processing time.  Digital Tools:
	of historical events and perspectives.  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking	Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.		Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning
<sup>2</sup>	questions to deepen your understanding.	Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory

				sensitivities to help them stay engaged during pre-assessments.
				Technology:
a				Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT	Active Reading:	Exit Tickets: Have	Inequality Infographics:	Extended Time:
Use primary sources representing multiple	Engage with the textbook or assigned	students answer a brief question or summarize	Ask students to create infographics that visually	Modification: Offer
perspectives and data	readings actively by	the day's lesson on an	represent income	extended time for
to determine the effectiveness of the	taking notes, highlighting	index card as they leave the classroom.	inequality statistics.	completing pre-assessment
federal government in	key points, and asking questions.	the diassroom.	Activity Links	activities to
addressing income		Think-Pair-Share: Ask	Activity Links	accommodate students
equality.	Use of Primary	students to think about a question related to the	Activity Links	who may require additional processing
	Sources: Familiarize	lesson, discuss it with a		time.
	yourself with primary	partner, and then share		
	source documents, letters, diaries, and	their thoughts with the class.		Digital Tools:
	speeches to gain a	olass.		Modification: Utilize
	firsthand understanding			digital tools, such as
	of historical events and perspectives.	Peer Review: Have students review and		online concept mapping software or
	perspectives.	provide feedback on		multimedia resources,

	Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		to engage students with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help
				them stay engaged during pre-assessments.  Assistive Technology:
				Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing immigration.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask	Legislation Analysis: Examine specific immigration laws or acts, such as the Immigration and Nationality Act of 1965 or the DREAM Act, and discuss their	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students

questions.

Use of Primary
Sources: Familiarize
yourself with primary
source documents,
letters, diaries, and
speeches to gain a
firsthand understanding
of historical events and
perspectives.

Discussion
Participation: Actively
participate in classroom
discussions, sharing
your opinions and asking
questions to deepen
your understanding.

students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

#### **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen historical context and implications.

**Activity Link** 

who may require additional processing time.

#### **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

#### **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

				during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Evaluate the role of religion on cultural norms, public opinion, and political decisions.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students
	Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a	Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.		who may require additional processing time.  Digital Tools:  Modification: Utilize
	firsthand understanding of historical events and perspectives.  Discussion Participation: Actively	Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S.		digital tools, such as online concept mapping software or multimedia resources, to engage students

		T		T
	participate in classroom	history topics.		with diverse learning
	discussions, sharing your opinions and asking	Socratic Seminars:		preferences.
	questions to deepen	Conduct student-led		Sensory Supports:
	your understanding.	discussions where they		consory supports.
	your underotariumg.	explore historical topics,		Modification: Provide
		ask questions, and		sensory supports, like
		engage in dialogue to		fidget tools or sensory
¥		deepen		breaks, for students
				with sensory
				sensitivities to help
				them stay engaged
				during pre-assessments.
-				pre-assessments.
				Assistive
				Technology:
				Modification: Allow
				students to use assistive technology
		100		devices or software
				that can read text
				aloud or provide other
			/	necessary
				accommodations.
1444				
WALT	Active Reading:	Exit Tickets: Have		Extended Time:
Use a variety of evidence, including	Engage with the textbook or assigned	students answer a brief guestion or summarize	Youth Voting Data	Modification: Offer
quantitative data, to	readings actively by	the day's lesson on an	Analysis: Have students analyze data related to	extended time for
evaluate the impact	taking notes, highlighting	index card as they leave	youth voting patterns in	completing
community groups have	key points, and asking	the classroom.	the United States	pre-assessment
on increasing the youth	questions			activities to
vote.	•		Activity Link	accommodate students
				who may require

#### **Discussion**

Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

#### Socratic Seminars:

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen additional processing time.

#### **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

## **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

## Assistive Technology:

				necessary accommodations.
WALT Use a variety of evidence, including quantitative data, to evaluate the impact state policies have had on increasing the youth	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.	District Textbook  U.S. History Lessons   Stanford History Eduction Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to
vote.	Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding	Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.	·	accommodate students who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as
		Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.		online concept mapping software or multimedia resources, to engage students with diverse learning preferences.
	3	Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged

				during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S.	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students

history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.  WALT Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the collecting ideologies and actions of political parties regarding the role of government in the economy.  Mith diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Offer extended Time:  U.S. History Lessons Stanford History Education Group taking notes, highlighting key points, land asking questions or summarize the day's lesson on an index card as they leave the classroom.  Digital History Database  Digital History Database			4		
Sensory Supports:  Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.  WALT  Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in the lot of gov			history topics.		with diverse learning
Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen  Assistive Technology:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.  WALT  Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in  Exit Tickets: Have students answer a brief question or summarize the classroom.  District Textbook  Students Textbook  Students answer a brief question or summarize the classroom.  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students answer a brief question or summarize that can read text aloud or provide other necessary accommodations.  Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students					preferences.
Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen  Active Reading: Engage with the textbook or assigned readings actively by and actions of political parties regarding the role of government in  Conduct student-led discussions where they explore historical topics, ask questions where they explore historical topics, ask questions, and engage in dialogue to deepen  Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions  Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen  Active Reading: Exit Tickets: Have students answer a brief question or summarize textbook or assigned readings actively by taking notes, highlighting key points, and asking questions  WALT Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in					1
discussions where they explore historical topics, ask questions, and engage in dialogue to deepen    Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.    Assistive Technology:   Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.    WALT Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in   Digital History Database   Digital History Database   Digital History Database   Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.    Assistive Technology:   Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.    WALT Draw from multiple perspectives and cite evidence to explain the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions or summarize the classroom.   Digital History Database   Digi			Socratic Seminars:		Sensory Supports:
walt Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in			Conduct student-led		
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engage in dialogue to deepen  engage in dialogue to deepen  breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.  WALT  Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in  Active Reading:  Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  District Textbook  U.S. History Lessons   Stanford History extended time for completing pre-assessment activities to accommodate students					fidget tools or sensory
with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.  WALT  Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in  Active Reading:  Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  District Textbook  Stanford History  Education Group  Digital History Database  With sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Offer extended time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students					breaks, for students
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them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.  WALT  Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in  Active Reading:  Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  District Textbook  Stanford History  Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students			чеереп	9	,
during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.  WALT  Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in  Walt District Textbook  Stanford History  Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Digital History Database  Digital History Database					
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WALT Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in  Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting and asking questions  Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  District Textbook Stanford History Education Group  Digital History Database  That can read text aloud or provide other necessary accommodations.  Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students					
WALT Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in  Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions  Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  District Textbook  U.S. History Lessons   Stanford History Education Group  This provide other necessary accommodations.  Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students					
WALT Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in  Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions  Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  District Textbook  L.S. History Lessons   Stanford History Education Group  Digital History Database  Digital History Database					
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Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in  Engage with the textbook or assigned readings actively by taking notes, highlighting and actions of political parties of government in  Students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Digital History Database  Digital History Database					accommodations.
Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in  Engage with the textbook or assigned readings actively by taking notes, highlighting and actions of political parties of government in  Students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Stanford History  Education Group  Modification: Offer extended time for completing pre-assessment activities to accommodate students	WALT	Active Reading	Exit Tickets: Have	District Textbook	Extended Time:
perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in textbook or assigned textbook or assigned readings actively by taking notes, highlighting key points, and asking questions activities to accommodate students textbook or assigned readings actively by taking notes, highlighting the classroom.  question or summarize the day's lesson on an index card as they leave the classroom.  Modification: Offer extended time for completing pre-assessment activities to accommodate students		_		DISTRICT TOXEDOOR	Exterior Tille.
evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in  readings actively by taking notes, highlighting key points, and asking questions  the day's lesson on an index card as they leave the classroom.  Stanford History  Education Group  Digital History Database  extended time for completing pre-assessment activities to accommodate students				IIS History Lessons I	Modification: Offer
conflicting ideologies and actions of political parties regarding the role of government in taking notes, highlighting key points, and asking questions index card as they leave the classroom.    Education Group   Completing pre-assessment activities to accommodate students		9	1 2.5		
and actions of political parties regarding the role of government in key points, and asking questions the classroom.    Digital History Database   pre-assessment activities to accommodate students	- The Control of th				
parties regarding the role of government in questions   Digital History Database   activities to accommodate students				<u>Luucation Group</u>	
role of government in accommodate students			IIIE CIASSIOOIII.	Digital History Database	The state of the s
		questions		Digital History Database	
who may require					
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# **Discussion Participation**: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen

your understanding

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

#### **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen additional processing time.

## **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

## **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

## Assistive Technology:

				necessary accommodations.
WALT Draw from multiple	Active Reading: Engage with the	Exit Tickets: Have students answer a brief	District Textbook	Extended Time:
perspectives and cite	textbook or assigned	question or summarize	U.S. History Lessons	Modification: Offer
evidence to explain the conflicting ideologies	readings actively by taking notes, highlighting	the day's lesson on an index card as they leave	Stanford History Education Group	extended time for completing
and actions of political parties regarding social	key points, and asking questions	the classroom.	Digital History Database	pre-assessment activities to
reforms.	Discussion	This I B is Observed as		accommodate students
	Participation: Actively	Think-Pair-Share: Ask students to think about a		who may require additional processing
	participate in classroom discussions, sharing	question related to the lesson, discuss it with a		time.
	your opinions and asking questions to deepen	partner, and then share their thoughts with the		Digital Tools:
	your understanding	class.		Modification: Utilize
				digital tools, such as online concept
	*	Peer Review: Have		mapping software or
		students review and provide feedback on		multimedia resources, to engage students
		each other's essays or		with diverse learning
		projects related to U.S. history topics.		preferences.
		• • • • • • • • • • • • • • • • • • • •		Sensory Supports:
		Socratic Seminars: Conduct student-led		Modification: Provide
	9	discussions where they explore historical topics,	ë .	sensory supports, like fidget tools or sensory
		ask questions, and		breaks, for students
		engage in dialogue to		with sensory sensitivities to help
		deepen		them stay engaged

				during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT	Active Reading:	Exit Tickets: Have	District Textbook	Extended Time:
Draw from multiple	Engage with the	students answer a brief	II C. History I seesans I	Madification, Offer
perspectives and cite	textbook or assigned	question or summarize	U.S. History Lessons	Modification: Offer extended time for
evidence to determine	readings actively by	the day's lesson on an	Stanford History Education Group	
the extent to which	taking notes, highlighting key points, and asking	index card as they leave the classroom.	Education Group	completing pre-assessment
nongovernmental organizations, special	questions	the classioon.	Digital History Database	activities to
interest groups, and the	questions	Think-Pair-Share: Ask	Digital Fliotory Batabase	accommodate students
media affect public	Discussion	students to think about a		who may require
policy.	Participation: Actively	guestion related to the		additional processing
policy.	participate in classroom	lesson, discuss it with a		time.
	discussions, sharing	partner, and then share		
	your opinions and asking	their thoughts with the		Digital Tools:
	questions to deepen	class.		
	your understanding			Modification: Utilize
		Peer Review: Have		digital tools, such as
		students review and		online concept
		provide feedback on		mapping software or
		each other's essays or		multimedia resources,
		projects related to U.S.		to engage students

T, I

		history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged
				during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Use current events to judge to what extent the government should intervene at the national, state, and local levels on issues related to the economy.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require

Discussion
Participation: Actively
participate in classroom
discussions, sharing
your opinions and asking
questions to deepen
your understanding

question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

#### **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen additional processing time.

## **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

#### **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

				necessary accommodations.
WALT Use economic indicators to evaluate the effectiveness of fiscal (i.e., government spending and taxation) and monetary (i.einterest rates) policies.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen	U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged

				during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Use economic indicators to evaluate the effectiveness of national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Peer Review: Have students review and provide feedback on each other's essays or	Understanding Economic Indicators: Activity: Introduce students to various economic indicators such as GDP, inflation, unemployment rate, and consumer price index (CPI).  Activity Link	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students

		projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged
				during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Use financial and	Active Reading: Engage with the	Exit Tickets: Have students answer a brief	District Textbook	Extended Time:
economic data to	textbook or assigned	question or summarize	U.S. History Lessons I	Modification: Offer
determine the causes of	readings actively by	the day's lesson on an	Stanford History	extended time for
the financial collapse of	taking notes, highlighting	index card as they leave	Education Group	completing
2008.	key points, and asking	the classroom.	Digital History Database	pre-assessment
	questions	Think-Pair-Share: Ask	Digital History Database	activities to
		students to think about a		accommodate students
		Students to think about a		who may require

# **Discussion Participation**: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen

your understanding

question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

#### **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen additional processing time.

#### **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

#### **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

				necessary accommodations.
WALT Evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students
	Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding	Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.		who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as
		Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.		online concept mapping software or multimedia resources, to engage students with diverse learning preferences.
		Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged

				during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Analyze economic trends, and their impact on society.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as
		Peer Review: Have students review and provide feedback on each other's essays or	×	online concept mapping software or multimedia resources, to engage students

·		projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during
				pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT	Active Reading:	Exit Tickets: Have	District Textbook	Extended Time:
Analyze income distribution, labor	Engage with the textbook or assigned	students answer a brief question or summarize	U.S. History Lessons I	Modification: Offer
participation,	readings actively by	the day's lesson on an	Stanford History	extended time for
government / consumer	taking notes, highlighting	index card as they leave	Education Group	completing
debt, and its impact on	key points, and asking	the classroom.		pre-assessment
society.	questions		<u>Digital History Database</u>	activities to
		Think-Pair-Share: Ask		accommodate students
=		students to think about a		who may require

#### **Discussion**

Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding

question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

#### **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen additional processing time.

#### **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

#### **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

				necessary accommodations.
WALT Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which national, state,and local officials are elected.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	
		discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged

				during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey on demographic, social, economic, and political issues.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding	students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S.	U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students

		history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen	2.	with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged
				during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Use data and other evidence to determine the impact of recent immigration and migration in the United States on demographic, social, economic, and political issues.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require

**Discussion Participation**: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

#### **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen additional processing time.

## **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

#### **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

				necessary accommodations.
WALT Use evidence to document how regionalization, urbanization, and suburbanization has led to social and economic reform movements in New Jersey and the United States.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:
	questions to deepen your understanding	Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.		Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.
		Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen	·	Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged

				during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Evaluate the impact of individual, or government 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.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Peer Review: Have students review and	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as online concept mapping software or
		provide feedback on each other's essays or projects related to U.S.		multimedia resources, to engage students

		history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged
				during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Relate the changing manufacturing, service,	Active Reading: Engage with the textbook or assigned	Exit Tickets: Have students answer a brief question or summarize	District Textbook  U.S. History Lessons	Extended Time:  Modification: Offer
science, and technology	readings actively by	the day's lesson on an	Stanford History	extended time for
industries to the	taking notes, highlighting	index card as they leave	Education Group	completing
economy and social	key points, and asking	the classroom.	E	pre-assessment
dynamics in New	questions		<u>Digital History Database</u>	activities to
Jersey.		Think-Pair-Share: Ask		accommodate students
		students to think about a		who may require

**Discussion Participation**: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding

question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

#### **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen additional processing time.

## **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

#### **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

## Assistive Technology:

				necessary accommodations.
WALT Relate the changing educational opportunities to the economy and social dynamics in New Jersey.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help
				sensitivities to help them stay engaged

				during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Analyze Campaign speeches and debates; determine the extent to which presidential rhetoric was inclusive or biased	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.  Discussion Participation: Actively participate in classroom	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Peer Review: Have students review and	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students

	discussions, sharing your opinions and asking questions to deepen your understanding.	provide feedback on each other's essays or projects related to U.S. history topics.		with diverse learning preferences.  Sensory Supports:  Modification: Provide
		Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged
				during pre-assessments.  Assistive Technology:  Modification: Allow
				students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Assess the effectiveness of actions taken to address causes of continuing racial tensions and violence.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require

## **Use of Primary**

Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

#### **Discussion**

Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

#### **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen additional processing time.

## **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

#### **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

				necessary accommodations.
WALT Analyze the perspectives of federal, state, and local government in eminent domain.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.	District Textbook  U.S. History Lessons   Stanford History Education Group  Digital History Database	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students
	Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged

4,		during pre-assessments.
		Assistive Technology:
		Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.

# **Benchmark Assessment 1**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of
	Failure, 504) and Reflections
Primary Source Analysis Essay:     Provide students with a set of primary sources on Contemporary Policy and ask them to write an essay that analyzes and interprets these sources, addressing specific questions or prompts.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

# **Benchmark Assessment 2**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of
	Failure, 504) and Reflections

Assessment on analysis of contemporary U.S. policy through the eyes of marginalized groups.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual
a year ar marginalized groups.	dictionary. GT:Provide enrichment activities to expand upon the
	curriculum.Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504:
	Modifications/ Accommodations as stated in IEP

# Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Exam:     Administer a comprehensive exam that covers     Contemporary Policy covering domestic issues     from 1970 to the present day.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

# **Interdisciplinary Connections**

# Interdisciplinary Connections

# Reading Standards for Informational Text (RI):

- 1. RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences.
- 2. RI.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
- 3. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text.
- 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text.

## Writing Standards (W):

- 10. W.6-8.1: Write arguments to support claims with clear reasons and relevant evidence.
- 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- 12. **W.6-8.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

13. **W.6-8.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

N.J.S.A. 18A:35-28, Holocaust/Genocide Education

The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41

Unit Title: Era #15: Contemporary United States: International Policies (1970-Today)

Grade level: 11th Grade Timeframe: 3-4 weeks

## **Core Ideas**

The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.1.12. U.S. History

## **Essential Questions**

- 1. How did the end of the Cold War in the late 1980s and early 1990s shape U.S. foreign policy in the post-Cold War era?
- 2. What were the key events and factors that led to the U.S. involvement in conflicts in the Middle East, such as the Gulf War, Iraq War, and War in Afghanistan?
- 3. How has U.S. foreign policy towards China evolved since the 1970s, and what are the key challenges and opportunities in the U.S.-China relationship today?
- 4. What role did the United States play in the collapse of the Soviet Union, and how did this impact U.S. foreign policy in the years that followed?
- 5. How have U.S. trade policies and agreements, such as NAFTA and the Trans-Pacific Partnership, influenced global economic relations?
- 6. What were the major diplomatic efforts to address global issues such as climate change, nuclear proliferation, and international terrorism, and how effective were they?
- 7. How did U.S. foreign policy respond to major global events like the 9/11 terrorist attacks and the Arab Spring?
- 8. What is the significance of U.S. alliances and partnerships, such as NATO and the United Nations, in contemporary international politics?
- 9. How has U.S. foreign policy addressed human rights issues and humanitarian crises around the world?
- 10. What are the primary motivations and implications of U.S. policies on immigration, refugees, and border security in the modern era?

# **Performance Expectations**

# Standards (Taught and Assessed)

- 6.1.12.CivicsPR.15.a Processes, Rules, and Laws
- 6.1.12.HistoryCC.15.a-b-c Continuity and Change
- 6.1.12.CivicsHR.15.a Human and Civil Rights
- 6.1.12.HistorySE.15.a-b-c Historical Sourcing and Evidence
- 6.1.12.EconNE.15.a National Economy

# **Social-Emotional Learning Competencies**

- 1. Classroom Discussions:
  - Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

### Instructional Plan

## **Pre-Assessment and Reflection**

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.	1. KWL Chart:  Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that," "I want to learn more about," and "I learned that

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources

SLO – WALT  We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
WALT	Active Reading:	Exit Tickets: Have	Instructional Strategies	Extended Time:
Analyze the factors that	Engage with the	students answer a brief	and Activities	Modification: Offer
led to the fall of	textbook or assigned	question or summarize		extended time for
communism in Eastern	readings actively by	the day's lesson on an	<u>District Textbook</u>	completing
European countries and the Soviet Union.	taking notes, highlighting key points, and asking	index card as they leave the classroom.	Drimon, and Secondary	pre-assessment activities to
the Soviet Officia.	questions.	the classioon.	Primary and Secondary Source Analysis	accommodate students
	quodiono.	Think-Pair-Share: Ask	Strategies Strategies	who may require
	Effective Note-Taking:	students to think about a	<u> </u>	additional processing
	Develop a note-taking	question related to the	Online Textbook - Peer	time.
	system that works for	lesson, discuss it with a	Edited by College	
	you, whether it's Cornell	partner, and then share	Professors	Digital Tools:
	notes, outline-style	their thoughts with the	D 114/	Modification: Utilize
	notes, or digital note-taking tools.	class.	ReadWorks	digital tools, such as online concept
	The terming tooler	Concept Mapping:	ActivelyLearn	mapping software or
	Time Management:	Have students create		multimedia resources,
	Create a study schedule	concept maps to visually	NewsELA	to engage students
	to manage your time	represent the		with diverse learning
	effectively, and stick to it	connections between	<u>Digital Museums</u>	preferences.
	to ensure consistent	key concepts and events	Digital History Database	Sensory Supports:
	study sessions.	in U.S. history.	Digital History Database	delisory dupports.
	Use of Primary	Kahoot or Quizlet Live:	Africans in America	Modification: Provide
9	Sources: Familiarize	Use online quiz		sensory supports, like
	yourself with primary	platforms like Kahoot or	U.S. History Lessons	fidget tools or sensory
	source documents,	Quizlet Live to create	Stanford History	breaks, for students

	letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	interactive quizzes or flashcard-based games that assess knowledge retention.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.	Unit Specific  Collapse of the Berlin Wall: Explore the significance of the Berlin Wall's fall in 1989. Students can research and present on this historic event. Activity Link	with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
WALT Analyze the factors that led to the fall of communism and determine how the fall influenced the global power structure.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.	students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Concept Mapping: Have students create	Primary Source Analysis: Provide students with primary source documents, such as speeches by Mikhail Gorbachev or photos of protests in Eastern Europe, and have them analyze the role of these sources in the collapse of communism.  Activity Link	Extended Time:  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:  Modification: Utilize digital tools, such as

	Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.  Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	concept maps to visually represent the connections between key concepts and events in U.S. history.  Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.		online concept mapping software or multimedia resources, to engage students with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation
WALT	Active Reading:	Exit Tickets: Have	Instructional Strategies	Extended Time:
Assess the impact of the	Engage with the	students answer a brief	and Activities	Modification: Offer
arms race on world	textbook or assigned	question or summarize		extended time for
power, security, and	readings actively by	the day's lesson on an	District Textbook	completing
The same of the sa		index card as they leave		1
national foreign policy	taking notes, highlighting	index card as they leave		pre-assessment

questions.

## **Effective Note-Taking:**

Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.

#### **Time Management:**

Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.

# **Use of Primary**

Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

## **Discussion**

Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

## **Concept Mapping:**

Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.

### Kahoot or Quizlet Live:

Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

### **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics,

Primary and Secondary
Source Analysis
Strategies

Online Textbook - Peer Edited by College Professors

ReadWorks

ActivelyLearn

**NewsELA** 

**Digital Museums** 

**Digital History Database** 

Africans in America

U.S. History Lessons |
Stanford History
Education Group

accommodate students who may require additional processing time.

## **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

## **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other

		ask questions, and engage in dialogue to deepen understanding.		necessary accommodation
WALT Assess the impact of the proliferation of nuclear weapons on world power and security.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Effective Note-Taking:	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a	Instructional Strategies and Activities  District Textbook  Primary and Secondary Source Analysis Strategies	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing
	Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.	question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Concept Mapping:	Online Textbook - Peer Edited by College Professors  ReadWorks  ActivelyLearn	Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or
	Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.	Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.	NewsELA  Digital Museums  Digital History Database	multimedia resources, to engage students with diverse learning preferences.  Sensory Supports:
	Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.	Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.	Africans in America  U.S. History Lessons   Stanford History Education Group	Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.		Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation
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SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
WALT Assess the impact of the arms race and the proliferation of nuclear weapons on national foreign policy.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.	Research Assignments: Assign research projects on specific aspects of the nuclear arms race, such as the development of nuclear weapons in different countries.  Activity Link	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools: Modification: Utilize digital tools, such as online concept

	note-taking tools.  Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.  Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.  Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding		mapping software or multimedia resources, to engage students with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation
		deepen understanding.		
WALT Analyze the impact of United States support for the policies and actions of the United Nations	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave	Instructional Strategies and Activities  District Textbook	Extended Time: Modification: Offer extended time for completing pre-assessment

(i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals). key points, and asking questions.

# **Effective Note-Taking:**

Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.

## **Time Management:**

Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.

**Use of Primary** 

Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

## **Discussion**

Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

the classroom.

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

# **Concept Mapping:**

Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.

## Kahoot or Quizlet Live:

Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

# **Socratic Seminars:**

Conduct student-led discussions where they

Primary and Secondary Source Analysis Strategies

Online Textbook - Peer Edited by College Professors

ReadWorks

**ActivelyLearn** 

**NewsELA** 

**Digital Museums** 

**Digital History Database** 

Africans in America

U.S. History Lessons |
Stanford History
Education Group

activities to accommodate students who may require additional processing time.

## **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

## **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other

		explore historical topics,		necessary
		ask questions, and engage in dialogue to deepen understanding.		accommodation
WALT Evaluate the role of diplomacy in developing peaceful relations with other nations.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.  Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.	Model United Nations (MUN) Simulation: Organize a Model United Nations simulation where students take on the roles of diplomats from different countries and engage in debates and negotiations on global issues.  Activity Link	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.  Sensory Supports:
	Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.	Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.	i i	Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged

	Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.		during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation
WALT Evaluate the role of diplomacy in developing alliances, and global agreements with other nations.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask	Instructional Strategies and Activities  District Textbook  Primary and Secondary Source Analysis Strategies	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require
y =	Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.	students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Concept Mapping:	Online Textbook - Peer Edited by College Professors ReadWorks ActivelyLearn	additional processing time.  Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or
	Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent	Have students create concept maps to visually represent the connections between key concepts and events	NewsELA  Digital Museums	multimedia resources, to engage students with diverse learning preferences.

	study sessions.	in U.S. history.	<u>DIgital History Database</u>	Sensory Supports:
	Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.	Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.	Africans in America  U.S. History Lessons   Stanford History Education Group	Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.
	Discussion	Peer Review: Have		Assistive
	Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.		Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation
WALT Evaluate the effectiveness of United States policies and actions in supporting the democratic and economic growth of developing nations.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Effective Note-Taking: Develop a note-taking system that works for	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a	United Nations Sustainable Development Goals (SDGs): Explore the United Nations' SDGs and have students research how U.S. diplomacy contributes to achieving these global goals.	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.

you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.

## **Time Management:**

Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.

Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

## **Discussion**

Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

partner, and then share their thoughts with the class.

# **Concept Mapping:**

Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.

# Kahoot or Quizlet Live:

Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

## **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding

### **Activity Link**

# **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

## **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation

#### WALT

Evaluate the role of diplomacy in international conflicts and policies relating to refugees.

## **Active Reading:**

Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.

# **Effective Note-Taking:**

Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.

## **Time Management:**

Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.

# **Use of Primary**

Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

## Discussion

Participation: Actively participate in classroom discussions, sharing

Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

# **Concept Mapping:**

Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.

## Kahoot or Quizlet Live:

Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. Instructional Strategies and Activities

## **District Textbook**

Primary and Secondary Source Analysis Strategies

Online Textbook - Peer Edited by College Professors

ReadWorks

**ActivelyLearn** 

NewsELA

**Digital Museums** 

**Digital History Database** 

Africans in America

U.S. History Lessons | Stanford History Education Group

## **Extended Time:**

Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.

## **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

## **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

Assistive Technology:

,	your opinions and asking questions to deepen your understanding.	history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding		Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation
WALT	Active Reading:	Exit Tickets: Have	Instructional Strategies	Extended Time:
Evaluate the role of	Engage with the	students answer a brief	and Activities	Modification: Offer
diplomacy in	textbook or assigned	question or summarize		extended time for
international conflicts	readings actively by	the day's lesson on an	<u>District Textbook</u>	completing
and policies relating to	taking notes, highlighting	index card as they leave	Discourse de Constant	pre-assessment
asylum seekers.	key points, and asking	the classroom.	Primary and Secondary Source Analysis	activities to accommodate students
	questions.	Think-Pair-Share: Ask	Strategies	who may require
	Effective Note-Taking:	students to think about a	Strategies	additional processing
	Develop a note-taking	question related to the	Online Textbook - Peer	time.
	system that works for	lesson, discuss it with a	Edited by College	
	you, whether it's Cornell	partner, and then share	Professors	Digital Tools:
	notes, outline-style	their thoughts with the		Modification: Utilize
	notes, or digital	class.	ReadWorks	digital tools, such as
	note-taking tools.			online concept
		Concept Mapping:	ActivelyLearn	mapping software or
	Time Management:	Have students create		multimedia resources,
	Create a study schedule	concept maps to visually	NewsELA	to engage students
	to manage your time	represent the connections between	Digital Museums	with diverse learning preferences.
	effectively, and stick to it to ensure consistent	key concepts and events	Digital Museums	preferences.
	study sessions.	in U.S. history.	Digital History Database	Sensory Supports:
	ciacy occorono.	in 3.3. motory.	Digital Filotory Database	
	Use of Primary	Kahoot or Quizlet Live:	Africans in America	Modification: Provide
	Sources: Familiarize	Use online quiz	_	sensory supports, like
	yourself with primary	platforms like Kahoot or		fidget tools or sensory
	source documents,	Quizlet Live to create		breaks, for students

	letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	interactive quizzes or flashcard-based games that assess knowledge retention.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding	U.S. History Lessons   Stanford History Education Group	with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation
WALT Evaluate the role of diplomacy in developing alliances, global agreements, and peaceful relations with other nations.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Concept Mapping: Have students create	Instructional Strategies and Activities  District Textbook  Primary and Secondary Source Analysis Strategies  Online Textbook - Peer Edited by College Professors  ReadWorks  ActivelyLearn	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources,

	Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.  Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.  Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	concept maps to visually represent the connections between key concepts and events in U.S. history.  Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.  Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding	NewsELA  Digital Museums  DIgital History Database  Africans in America  U.S. History Lessons   Stanford History Education Group	to engage students with diverse learning preferences.  Sensory Supports:  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation
WALT Explain how and why religious tensions in the Middle East have led to international conflicts.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.	Case Studies: Assign students to research and present case studies of specific conflicts in the Middle East, such as the Israeli-Palestinian conflict, the Iran-Iraq	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students

questions.

Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.

## **Time Management:**

Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.

Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

**Discussion Participation**: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

# **Concept Mapping:**

Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.

#### Kahoot or Quizlet Live:

Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

## **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics, ask questions, and

War, or the Syrian Civil War.

## **Activity Link**

who may require additional processing time.

## Digital Tools:

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

## **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other

		engage in dialogue to deepen understanding		necessary accommodation
WALT Explain how historic differences, and a western dependence on oil in the Middle East have led to international conflicts.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Effective Note-Taking: Develop a note-taking system that works for	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a	Instructional Strategies and Activities  District Textbook  Primary and Secondary Source Analysis Strategies  Online Textbook - Peer Edited by College	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.
	you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.  Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.	partner, and then share their thoughts with the class.  Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.	Professors  ReadWorks  ActivelyLearn  NewsELA  Digital Museums  Dlgital History Database	Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.  Sensory Supports:
	Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.	Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.  Peer Review: Have students review and	Africans in America  U.S. History Lessons   Stanford History Education Group	Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

	Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding		Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation
WALT Explain the effectiveness of United States policy and actions in bringing peaceful resolutions to the regions of the Middle East.	Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.  Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.	Instructional Strategies and Activities  District Textbook  Primary and Secondary Source Analysis Strategies  Online Textbook - Peer Edited by College Professors  ReadWorks  ActivelyLearn  NewsELA  Digital Museums  DIgital History Database	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools: Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.  Sensory Supports:

Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.		Assistive Technology:  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation
Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell	Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share	Instructional Strategies and Activities  District Textbook  Primary and Secondary Source Analysis Strategies  Online Textbook - Peer Edited by College Professors	Extended Time: Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  Digital Tools:
Pd yqy Y E teretak q E C s y	Participation: Actively participate in classroom liscussions, sharing your opinions and asking questions to deepen your understanding.  Active Reading: Engage with the extbook or assigned eadings actively by aking notes, highlighting they points, and asking questions.  Effective Note-Taking: Develop a note-taking system that works for	provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.  Active Reading: Engage with the extbook or assigned eadings actively by aking notes, highlighting tey points, and asking questions.  Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell  provide feedback on each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.  Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share	each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.  Active Reading: Engage with the extbook or assigned eadings actively by aking notes, highlighting ley points, and asking puestions.  Effective Note-Taking: Develop a note-taking eystem that works for ou, whether it's Cornell  each other's essays or projects related to U.S. history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.  Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share

notes, or digital note-taking tools.

**Time Management:** 

Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.

Use of Primary
Sources: Familiarize
yourself with primary
source documents,
letters, diaries, and
speeches to gain a
firsthand understanding
of historical events and
perspectives.

**Discussion Participation**: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

class.

**Concept Mapping:** 

Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.

Kahoot or Quizlet Live:

Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

**Socratic Seminars:** 

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.

ReadWorks

**ActivelyLearn** 

**NewsELA** 

**Digital Museums** 

**Digital History Database** 

Africans in America

U.S. History Lessons | Stanford History Education Group Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

# **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation

#### WALT

Assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

#### **Active Reading:**

Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.

# **Effective Note-Taking:**

Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.

## Time Management:

Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.

# **Use of Primary**

Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

## Discussion

Participation: Actively participate in classroom discussions, sharing

Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.

Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.

## **Concept Mapping:**

Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.

# Kahoot or Quizlet Live:

Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. Instructional Strategies and Activities

**District Textbook** 

Primary and Secondary
Source Analysis
Strategies

Online Textbook - Peer Edited by College Professors

ReadWorks

**ActivelyLearn** 

**NewsELA** 

**Digital Museums** 

**Digital History Database** 

Africans in America

U.S. History Lessons |
Stanford History
Education Group

## **Extended Time:**

Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.

## **Digital Tools:**

Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.

# **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

Assistive Technology:

	your opinions and asking questions to deepen your understanding.	history topics.  Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.		Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation
WALT	Active Reading:	Exit Tickets: Have	Instructional Strategies	Extended Time:
Assess economic	Engage with the	students answer a brief	and Activities	Modification: Offer
priorities related to	textbook or assigned	question or summarize	District Totals and	extended time for
international and domestic needs.	readings actively by	the day's lesson on an	<u>District Textbook</u>	completing
domestic needs.	taking notes, highlighting key points, and asking	index card as they leave the classroom.	Primary and Secondary	pre-assessment activities to
	questions.	tile classiooni.	Source Analysis	accommodate students
	questions.	Think-Pair-Share: Ask	Strategies	who may require
	Effective Note-Taking:	students to think about a	<u>Strategies</u>	additional processing
	Develop a note-taking	question related to the	Online Textbook - Peer	time.
	system that works for	lesson, discuss it with a	Edited by College	
	you, whether it's Cornell	partner, and then share	Professors	Digital Tools:
	notes, outline-style	their thoughts with the		Modification: Utilize
	notes, or digital	class.	ReadWorks	digital tools, such as
	note-taking tools.			online concept
		Concept Mapping:	<u>ActivelyLearn</u>	mapping software or
	Time Management:	Have students create		multimedia resources,
	Create a study schedule	concept maps to visually	NewsELA	to engage students
2	to manage your time	represent the		with diverse learning
	effectively, and stick to it	connections between	<u>Digital Museums</u>	preferences.
	to ensure consistent	key concepts and events	DI-7-IIII-1- D. I	Sangary Summanta:
	study sessions.	in U.S. history.	Digital History Database	Sensory Supports:
	Use of Primary Sources: Familiarize yourself with primary source documents,	Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create	Africans in America	Modification: Provide sensory supports, like fidget tools or sensory breaks, for students

	ters, diaries, and			
	The state of the s	interactive quizzes or	U.S. History Lessons	with sensory
I		flashcard-based games	Stanford History	sensitivities to help
1	<u> </u>	that assess knowledge	Education Group	them stay engaged
1		retention.		during
per	rspectives.			pre-assessments.
		Peer Review: Have		
Dis	scussion	students review and		Assistive
Pa	articipation: Actively	provide feedback on		Technology:
par	rticipate in classroom	each other's essays or		
dis	scussions, sharing	projects related to U.S.		Modification: Allow
you	ur opinions and asking	history topics.		students to use
que	estions to deepen			assistive technology
you	ur understanding.	Socratic Seminars:		devices or software
		Conduct student-led		that can read text
		discussions where they		aloud or provide other
		explore historical topics,		necessary
		ask questions, and		accommodation
		engage in dialogue to		
		deepen understanding.	*	
-		acopon anaciotanang.		
WALT Ac	ctive Reading:	Exit Tickets: Have	Budget Breakdown	Extended Time:
	ngage with the	students answer a brief	Analysis:	Modification: Offer
The state of the s	ktbook or assigned	question or summarize	Provide students with an	extended time for
	adings actively by	the day's lesson on an	overview of the U.S.	completing
		index card as they leave	federal budget and its	pre-assessment
		the classroom.	major categories. Have	activities to
1	estions.	tric classroom.	them analyze and	accommodate students
que	estions.	Think-Pair-Share: Ask	discuss how funds are	who may require
Eff	fective Note-Taking:	students to think about a	allocated using	additional processing
I I	_		resources from the	time.
I I	evelop a note-taking	question related to the	TON TOCOMPACHABOLISM ANY WEST AND ACCOUNT OF A STATE OF	uiiie.
	stem that works for	lesson, discuss it with a	National Priorities	Digital Tools:
1	u, whether it's Cornell	partner, and then share	Project	Digital Tools:
1 1 .		their thoughts with the	Activity Link	Modification: Utilize
	tes, or digital	class.		digital tools, such as
not	te-taking tools.			online concept
		Concept Mapping:		mapping software or
		Have students create		multimedia resources,

## Time Management:

Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.

Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.

#### **Discussion**

Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.

concept maps to visually represent the connections between key concepts and events in U.S. history.

### Kahoot or Quizlet Live:

Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.

Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.

# **Socratic Seminars:**

Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.

to engage students with diverse learning preferences.

# **Sensory Supports:**

Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.

# Assistive Technology:

Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation

# **Benchmark Assessment 1**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ol> <li>Primary Source Analysis Essay:         <ul> <li>Provide students with a set of primary sources on Contemporary Policy specific to policy in the Middle East, and ask them to write an essay that analyzes and interprets these sources, addressing specific questions or prompts.</li> </ul> </li> </ol>	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.  GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.  At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

# **Benchmark Assessment 2**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Assessment on analysis of contemporary U.S. policy focusing on the United States response to global terrorism.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

# Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Exam:     Administer a comprehensive exam that covers     Contemporary Policy covering international issues     from 1970 to the present day.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.

GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  At risk:Individualized as needed
IEP/504: Modifications/ Accommodations as stated in IEP

## **Interdisciplinary Connections**

# **Interdisciplinary Connections**

## Reading Standards for Informational Text (RI):

- 1. RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences.
- 2. RI.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
- 3. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text.
- 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text.

# Writing Standards (W):

- 10. W.6-8.1: Write arguments to support claims with clear reasons and relevant evidence.
- 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
- 12. **W.6-8.3**: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 13. **W.6-8.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## N.J.S.A. 18A:35-28, Holocaust/Genocide Education

The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

**LGBT** and Disabilities Law: N.J.S.A. 18A:35-4.35 Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41