

NJCCCS AREA: Social Studies
North Brunswick Township Public Schools

United States History II Honors

Acknowledgements

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Approved by Donna Johnson, Ed.D., Supervisor of Social Studies

September 2009

Board Adoption _____

Topic/Course: US II Honors -Unit 1 –The US Enters the 20th Century

Grade: 11

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.4.12</p> <p>The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Are we ethically responsible for resolving global problems?</p>	<p>Debate expansionism versus imperialism in relation to U.S. foreign policy at the turn of the century and assess if our role makes us ethically responsible to help other countries.</p> <p>Analyze the Spanish-American War and put it into its proper context in American political and diplomatic history</p> <p>Analyze the role of the Roosevelt Corollary to the Monroe Doctrine</p>	<p>Instructional Strategies: Lecture Notes Review Homework assignments Classroom Debate Roundtable discussion using primary documents Videos Picture Prompts Group work: Jigsaw, fishbowl, interviews, role playing etc. Writing on Demand Musical/Literary Analysis Differentiation of Instruction</p> <p>Technology: Use of the internet to acquire additional information</p> <p>Materials: Textbook Power point/transparencies and other visuals to aid in comprehension of topics Teacher generated exercises and worksheets to reinforce all skills</p> <p>Additional Materials: Primary Source readings from Mahan & Beveridge (expansionism) contrasted with the Anti-Imperialist League (isolationism) Video & video-worksheet “Splendid Little War” Video-“The Panama Canal”</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Textbook/teacher generated quizzes & tests: Teacher observation</p> <p>Open-ended questions</p> <p>Long and short answer questions</p> <p>Multiple choice & true/false questions</p> <p>Teacher and CD/DVD generated listening and visual comprehension passages</p> <p>Reading comprehension with multiple choice, short answer</p> <p>Individual and small group presentations</p> <p>Posters, reports and projects.</p> <p>Writing letters, email messages, journal entries and short compositions</p>	<p>2-3 weeks</p>

New Jersey Core Curriculum Content Standard Area: US II Honors

Topic/Course: US II Honors-Unit 2-World War I

Grade: 11

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.4.12</p> <p>The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Are we ethically responsible for resolving global problems?</p>	<p>Investigate the various approaches and opinions of Americans in regard to World War I and the possibility of American intervention in that conflict.</p> <p>Identify the events, people, and ideas that drew the United States into active involvement in World War I.</p> <p>Assess the effect of the war effort on the American home front</p> <p>Debate the decisions and actions of the American government at the end of the war</p> <p>Predict how the effects of World War I led to the causes of World War II</p>	<p>Instructional Strategies: Lecture Notes Review Homework assignments Classroom Debate Roundtable discussion using primary documents Videos Picture Prompts Group work: Jigsaw, fishbowl, interviews, role playing etc. Writing on Demand Musical/Literary Analysis Differentiation of Instruction</p> <p>Technology: Use of the internet to acquire additional information</p> <p>Materials: Textbook Power point/transparencies and other visuals to aid in comprehension of topics Teacher generated exercises and worksheets to reinforce all skills</p> <p>Additional Materials: Video: “The Yanks are Coming” Primary Source: The Fourteen Points by Woodrow Wilson”</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Textbook/teacher generated quizzes & tests: Teacher observation</p> <p>Open-ended questions</p> <p>Long and short answer questions</p> <p>Multiple choice & true/false questions</p> <p>Teacher & CD/DVD generated listening & visual comprehension passages</p> <p>Reading comprehension with multiple choice, short answer</p> <p>Individual and small group presentations</p> <p>Posters, reports and projects</p> <p>Writing letters, email messages, journal entries and short compositions</p>	<p>2-3 weeks</p>

New Jersey Core Curriculum Content Standard Area:**US II Honors****Topic/Course: US II Honors-Unit 3 Between The Wars****Grade: 11**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.4.12</p> <p>The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>As a nation of immigrants, how should immigration best be regulated?</p>	<p>Explain social and cultural icons and events that helped define the “Roaring Twenties.”</p> <p>Predict the causes of the Great Depression and its ensuing effects.</p> <p>Judge the actions of political events and leaders through the 1920’s and into the Great Depression</p> <p>Analyze President Franklin Delano Roosevelt’s plan of action in addressing the problems of the Great Depression with the New Deal</p> <p>Debate the reasons for the mistreatment of the immigrants and the anti-foreigner sentiment of the 1920’s if all Americans are immigrants themselves</p>	<p>Instructional Strategies: Lecture Notes Review Homework assignments Classroom Debate Roundtable discussion using primary documents Videos Picture Prompts Group work: Jigsaw, fishbowl, interviews, role playing etc. Writing on Demand Musical/Literary Analysis Differentiation of Instruction</p> <p>Technology: Use of the internet to acquire additional information</p> <p>Materials: Textbook Power point/transparencies and other visuals to aid in comprehension of topics Teacher generated exercises and worksheets to reinforce all skills</p> <p>Additional Materials: Songs: 1920’s & 1930’s style Jazz (Armstrong, et al) Primary Sources: America Firsthand-“In Defense of the Bible” and “To Expose a Fool” Video “The Untouchables” “The Trial of Sacco and Vanzetti”</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Textbook/teacher generated quizzes & tests: Teacher observation</p> <p>Open-ended questions</p> <p>Long and short answer questions</p> <p>Multiple choice & true/false questions</p> <p>Teacher and CD/DVD generated listening and visual comprehension passages</p> <p>Reading comprehension with multiple choice, short answer</p> <p>Individual and small group presentations</p> <p>Posters, reports and projects.</p> <p>Writing letters, email messages, journal entries and short compositions</p>	<p>3-4 weeks</p>

New Jersey Core Curriculum Content Standard Area:**US II Honors****Topic/Course: US II Honors-Unit 4-World War II****Grade: 11**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.4.12</p> <p>The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Are we ethically responsible for solving global problems?</p>	<p>Synthesize information in order to logically explain the rise of fascism/totalitarianism in the interlude between the world wars.</p> <p>Create a plan for American policy as the nation approached and entered World War II.</p> <p>Construct a comprehensive account of military strategies and political maneuvers during the course of the war.</p> <p>Justify the discrepancies and dynamics of the home front of the United States</p> <p>Debate and justify the process of building the atomic bomb and the decision to use that weapon of mass destruction.</p> <p>Compare and contrast the motivations, reactions, and emotions of various groups of people connected with the tragic genocide of the Holocaust and decide if the United States should be more active in preventing future genocides.</p>	<p>Instructional Strategies:</p> <p>Lecture Notes</p> <p>Review Homework assignments</p> <p>Classroom Debate</p> <p>Roundtable discussion using primary documents</p> <p>Videos</p> <p>Picture Prompts</p> <p>Group work: Jigsaw, fishbowl, interviews, role playing etc.</p> <p>Writing on Demand</p> <p>Musical/Literary Analysis</p> <p>Differentiation of Instruction</p> <p>Technology: Use of the internet to acquire additional information</p> <p>Materials: Textbook</p> <p>Power point/transparencies and other visuals to aid in comprehension of topics</p> <p>Teacher generated exercises and worksheets to reinforce all skills</p> <p>Additional Materials:</p> <p>Video-“Pearl Harbor” “Saving Private Ryan” “Schindler’s List”</p> <p>Primary Sources: America’s Firsthand- “Excerpts from an Internment Camp” & “The Baatan Death March”</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Textbook/teacher generated quizzes & tests: Teacher observation</p> <p>Open-ended questions</p> <p>Long and short answer questions</p> <p>Multiple choice & true/false questions</p> <p>Teacher and CD/DVD generated listening and visual comprehension passages</p> <p>Reading comprehension with multiple choice, short answer</p> <p>Individual and small group presentations</p> <p>Posters, reports and projects.</p> <p>Writing letters, email messages, journal entries and short compositions</p>	<p>5-6 weeks</p>

New Jersey Core Curriculum Content Standard Area:**US II Honors****Topic/Course: US II Honors- Unit 5-The Fifties: Conformity and the Cold War or Postwar America Grade: 11**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.4.12</p> <p>The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Is America a land of opportunity?</p>	<p>Assess the evolution of American domestic policy and trends during the administrations of Truman and Eisenhower.</p> <p>Compare and contrast the image of Fifties conformity with some aspects of American society that refute that depiction.</p> <p>Analyze the conditions that allowed for the use of Sen. Joe McCarthy and describe the effects of this “Red Scare” on American life</p> <p>Create a time line of main topics and individuals that played significant roles in U.S. foreign policy during the 1950’s.</p> <p>Evaluate the beginning of the civil rights movement and debate whether it began the pathway to making America equal for all its citizens</p>	<p>Instructional Strategies: Lecture Notes Review Homework assignments Classroom Debate Roundtable discussion using primary documents Videos Picture Prompts Group work: Jigsaw, fishbowl, interviews, role playing etc. Writing on Demand Musical/Literary Analysis Differentiation of Instruction</p> <p>Technology: Use of the internet to acquire additional information</p> <p>Materials: Textbook Power point/transparencies and other visuals to aid in comprehension of topics Teacher generated exercises and worksheets to reinforce all skills</p> <p>Additional Materials: Excerpts from “The Scoundrel Time personal accounts of McCarthyism”, by Lillian Hellman</p> <p>Video: Eyes on the Prize Volume 2 45/85 Episode 2</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Textbook/teacher generated quizzes & tests: Teacher observation</p> <p>Open-ended questions</p> <p>Long and short answer questions</p> <p>Multiple choice & true/false questions</p> <p>Teacher and CD/DVD generated listening and visual comprehension passages</p> <p>Reading comprehension with multiple choice, short answer</p> <p>Individual and small group presentations</p> <p>Posters, reports and projects.</p> <p>Writing letters, email messages, journal entries and short compositions</p>	<p>3-4 weeks</p>

New Jersey Core Curriculum Content Standard Area:

US II Honors

Topic/Course: **US II Honors-Unit 6-The Sixties-Civil Rights Movement**

Grade: **11**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.4.12</p> <p>The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Why does racial prejudice still exist?</p>	<p>Debate and decide which were the positive and negative developments in American foreign affairs during the presidency of John F. Kennedy.</p> <p>Consider/conjecture the various theories that grew from the assassination of John F. Kennedy and what role each one played</p> <p>Analyze LBJ’s great Society Programs and evaluate if they helped to create equality for all</p> <p>Construct a time line of significant events in MLK Jr’s journey for equality and discuss how he helped pave the way for eliminating racial prejudice</p>	<p>Instructional Strategies: Lecture Notes Review Homework assignments Classroom Debate Roundtable discussion using primary documents Videos Picture Prompts Group work: Jigsaw, fishbowl, interviews, role playing etc. Writing on Demand Musical/Literary Analysis Differentiation of Instruction</p> <p>Technology: Use of the internet to acquire additional information</p> <p>Materials: Textbook Power point/transparencies and other visuals to aid in comprehension of topics Teacher generated exercises and worksheets to reinforce all skills</p> <p>Additional Materials: Excerpts: Eisenhower’s Farwell Address; Martin Luther King’s “Letter from a Birmingham Jail”; LBJ’s Thanksgiving Day Address</p> <p>Video-JFK</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Textbook/teacher generated quizzes & tests: Teacher observation</p> <p>Open-ended questions</p> <p>Long and short answer questions</p> <p>Multiple choice & true/false questions</p> <p>Teacher and CD/DVD generated listening and visual comprehension passages</p> <p>Reading comprehension with multiple choice, short answer</p> <p>Individual and small group presentations</p> <p>Posters, reports and projects.</p> <p>Writing letters, email messages, journal entries and short compositions</p>	<p>3-4 weeks</p>

New Jersey Core Curriculum Content Standard Area:

US II Honors

Topic/Course: Unit 7: The Vietnam War and the Counterculture

Grade: 11

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>Standard 6.4.12</p> <p>The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Are we ethically responsible for resolving global problems?</p>	<p>Categorize the nature and role of dissent and support for the government in American society during the 1960's'.</p> <p>Predict the causes and consequences of America's struggles in Vietnam.</p> <p>Imagine the experience of American troops in Vietnam and the reactions of people here in the U.S.</p> <p>Debate and justify Americans involvement in Vietnam</p> <p>Judge the value of the war and whether or not it was our place to step in</p>	<p>Instructional Strategies: Lecture Notes Review Homework assignments Classroom Debate Roundtable discussion using primary documents Videos Picture Prompts Group work: Jigsaw, fishbowl, interviews, role playing etc. Writing on Demand Musical/Literary Analysis Differentiation of Instruction</p> <p>Technology: Use of the internet to acquire additional information</p> <p>Materials: Textbook Power point/transparencies and other visuals to aid in comprehension of topics Teacher generated exercises and worksheets to reinforce all skills</p> <p>Additional Materials: Songs: Bob Dylan; Joni Mitchell, Marvin Gaye; CCR; Billy Joel</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Textbook/teacher generated quizzes & tests: Teacher observation</p> <p>Open-ended questions</p> <p>Long and short answer questions</p> <p>Multiple choice & true/false questions</p> <p>Teacher and CD/DVD generated listening and visual comprehension passages</p> <p>Reading comprehension with multiple choice, short answer</p> <p>Individual and small group presentations</p> <p>Posters, reports and projects.</p> <p>Writing letters, email messages, journal entries and short compositions</p>	<p>2-3 weeks</p>

New Jersey Core Curriculum Content Standard Area:**US II Honors****Topic/Course: US II Honors-Unit 8-The Seventies****Grade: 11**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.4.12</p> <p>The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Are we ethically responsible for resolving global problems?</p>	<p>Evaluate the impact that various aspects of the previous decade had on Nixon’s moderate course in both foreign and domestic policy.</p> <p>Construct the chain of events that resulted in the disclosure of events related to the Watergate Scandal.</p> <p>Examine specific trends and critical events that affected the social and economic realms of America in the 1970’s.</p> <p>Formulate a cause-and-effect explanation for the economic troubles and diplomatic woes that faced the country during the Ford and Carter Administrations</p>	<p>Instructional Strategies: Lecture Notes Review Homework assignments Classroom Debate Roundtable discussion using primary documents Videos Picture Prompts Group work: Jigsaw, fishbowl, interviews, role playing etc. Writing on Demand Musical/Literary Analysis Differentiation of Instruction</p> <p>Technology: Use of the internet to acquire additional information</p> <p>Materials: Textbook Power point/transparencies and other visuals to aid in comprehension of topics Teacher generated exercises and worksheets to reinforce all skills</p> <p>Additional Materials: Video: “All the President’s Men”</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Textbook/teacher generated quizzes & tests: Teacher observation</p> <p>Open-ended questions</p> <p>Long and short answer questions</p> <p>Multiple choice & true/false questions</p> <p>Teacher and CD/DVD generated listening and visual comprehension passages</p> <p>Reading comprehension with multiple choice, short answer</p> <p>Individual and small group presentations</p> <p>Posters, reports and projects.</p> <p>Writing letters, email messages, journal entries and short compositions</p>	<p>2-3 weeks</p>

New Jersey Core Curriculum Content Standard Area:

US II Honors

Topic/Course: US II Honors-Unit 9-The Eighties & the Reagan Revolution

Grade: 11

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.4.12</p> <p>The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Why does racial prejudice still exist?</p>	<p>Evaluate the ideology and effectiveness of supply-side economics.</p> <p>Assess the major trends and events that characterized the Reagan-Bush era in the White House.</p> <p>Compare and contrast the views and proponents and opponents of the Reagan-led conservative movement in the 1980's</p> <p>Analyze the causes and results of the end of the Cold War</p> <p>Debate the relative meaning and importance of various race-based issues in the 80's and early 90's and discuss if it still exists today.</p>	<p>Instructional Strategies:</p> <p>Lecture Notes Review Homework assignments Classroom Debate Roundtable discussion using primary documents Videos Picture Prompts Group work: Jigsaw, fishbowl, interviews, role playing etc. Writing on Demand Musical/Literary Analysis Differentiation of Instruction</p> <p>Technology: Use of the internet to acquire additional information</p> <p>Materials: Textbook Power point/transparencies and other visuals to aid in comprehension of topics Teacher generated exercises and worksheets to reinforce all skills</p> <p>Additional Materials:</p> <p>Video: "A&E Biography: Ronald Reagan"</p> <p>Songs: "Born in the USA"</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Textbook/teacher generated quizzes & tests: Teacher observation</p> <p>Open-ended questions</p> <p>Long and short answer questions</p> <p>Multiple choice & true/false questions</p> <p>Teacher and CD/DVD generated listening and visual comprehension passages</p> <p>Reading comprehension with multiple choice, short answer</p> <p>Individual and small group presentations</p> <p>Posters, reports and projects.</p> <p>Writing letters, email messages, journal entries and short compositions</p>	<p>2-3 weeks</p>

New Jersey Core Curriculum Content Standard Area:**US II Honors****Topic/Course: US II Honors-Unit 10-The Nineties****Grade: 11**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.4.12</p> <p>The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Are we ethically responsible for resolving global problems?</p> <p>Is it likely that the United States will remain a world superpower in the 21st century? Why or why not?</p>	<p>Evaluate the role of Bill Clinton’s presidency and place it into its proper political and historical context.</p> <p>Debate the relative meaning and importance of various race-based issues in the 90’s.</p>	<p>Instructional Strategies:</p> <p>Lecture Notes Review Homework assignments Classroom Debate Roundtable discussion using primary documents Videos Picture Prompts Group work: Jigsaw, fishbowl, interviews, role playing etc. Writing on Demand Musical/Literary Analysis Differentiation of Instruction</p> <p>Technology: Use of the internet to acquire additional information</p> <p>Materials: Textbook Power point/transparencies and other visuals to aid in comprehension of topics Teacher generated exercises and worksheets to reinforce all skills</p> <p>Additional Materials:</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Textbook/teacher generated quizzes & tests: Teacher observation</p> <p>Open-ended questions</p> <p>Long and short answer questions</p> <p>Multiple choice & true/false questions</p> <p>Teacher and CD/DVD generated listening and visual comprehension passages</p> <p>Reading comprehension with multiple choice, short answer</p> <p>Individual and small group presentations</p> <p>Posters, reports and projects.</p> <p>Writing letters, email messages, journal entries and short compositions</p>	<p>1-2 weeks</p>

New Jersey Core Curriculum Content Standard Area:

US II Honors

Topic/Course:

US II Honors-Unit 11-Complacency and Crisis

Grade: 11

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
<p>6.4.12</p> <p>The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Are we ethically responsible for resolving global problems?</p> <p>Is it likely that the United States will remain a world superpower in the 21st century? Why or why not?</p>	<p>Evaluate the role of George Bush’s presidency and place it into its proper political and historical context.</p> <p>Evaluate the impact September 11th 2001 had on America and the world</p> <p>Discuss the role of terrorism in America and around the world and debate whether it should be America’s responsibility to stop it.</p> <p>Assess the historical significance of the 2008 presidential election</p>	<p>Instructional Strategies: Lecture Notes Review Homework assignments Classroom Debate Roundtable discussion using primary documents Videos Picture Prompts Group work: Jigsaw, fishbowl, interviews, role playing etc. Writing on Demand Musical/Literary Analysis Differentiation of Instruction</p> <p>Technology: Use of the internet to acquire additional information</p> <p>Materials: Textbook Power point/transparencies and other visuals to aid in comprehension of topics Teacher generated exercises and worksheets to reinforce all skills</p> <p>Additional Materials:</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects & alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Textbook/teacher generated quizzes & tests: Teacher observation</p> <p>Open-ended questions</p> <p>Long and short answer questions</p> <p>Multiple choice & true/false questions</p> <p>Teacher and CD/DVD generated listening and visual comprehension passages</p> <p>Reading comprehension with multiple choice, short answer</p> <p>Individual and small group presentations</p> <p>Posters, reports and projects.</p> <p>Writing letters, email messages, journal entries and short compositions</p>	<p>1-2 weeks</p>