

New Jersey Core Curriculum Content Standard Area: SOCIAL STUDIES

Topic/Course: CP US HISTORY II

Grade: 11

Date: Revised Summer 2009

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>6.3.12</p> <p>World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p><i>“What causes societies to change over time?”</i></p>	<p>Area of Focus: How did the United States become an imperial power?</p> <p>SWBAT: Understand how individuals and events moved the U.S. into the role of a world power.</p> <p>Examine Mahan’s theory that sea power determines the military strength of a nation.</p> <p>Analyze the importance in obtaining Alaska and Hawaii.</p> <p>Recognize the effects of economic policies on U.S. diplomacy.</p> <p>Identify events that escalated the conflict between the United States and Spain.</p> <p>Describe U.S. involvement with Cuba, Puerto Rico, & the Philippines.</p> <p>Compile arguments for and against U.S. imperialism.</p> <p>Explain the purpose of the Open Door policy in China.</p> <p>Validate how Theodore Roosevelt’s foreign policy promoted American power around the world.</p> <p>Describe how Woodrow Wilson’s missionary diplomacy ensured U.S. dominance in Latin America.</p> <p>Discover the importance of the Panama Canal regarding world trade.</p>	<p>“The Americans” McDougal Littell Houghton Mifflin NJ Edition 2007 Chapter 18: America Claims an Empire</p> <p>Activities: -PowerPoint Lecture -Socratic Seminar -Discussion -Note taking -Collaborative Learning Activities -Jigsaw -KWL Chart -Role-play/simulation -Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis -Jeopardy style review</p> <p>Materials: -Textbook listed above -Teacher Made PowerPoints -Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America’s Time, The Beginning: Seed of Change</i> • <i>Splendid Little War</i> • <i>Americans Build the Panama Canal</i> • <i>The Presidents: McKinley, Teddy Roosevelt, & Taft</i> • <i>10 Days that Changed America: McKinley’s assassination</i> • Internet media clips <p>Technology:</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 &</p>	<p>Formative: -section review questions/ worksheets -political cartoon analysis -timelines -open ended response questions -self assessment & evaluation -class performance -group activities -role plays -jigsaws -analyzing primary and secondary sources & documents -debates -writing on demand -section quizzes -map quiz -projects -oral reports -teacher observations</p> <p>Summative: -section quizzes -map quiz -chapter/unit test -projects -oral reports</p> <p>Benchmark: -none</p>	<p>2 weeks</p>

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		<ul style="list-style-type: none"> -Laptop -Projector -Overhead Projector -PowerPoint -DVD/VCR Player -Television -SMART Board -Internet access <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> -English/Writing -Science -Life Skills <p><u>Diversity</u> Discuss how other countries around the world were affected by U.S. expansion. (Understand the point of view of those conquered)</p>	<p>alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>		
<p>6.3.12</p> <p>World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p><i>“Are there general lessons to be learned from history?”</i></p>	<p><u>Area of Focus:</u> What caused the United States to enter WWI and how did their role lead to an Allied victory?</p> <p><u>SWBAT:</u> Assess the long-term causes and the immediate circumstance that led to WWI.</p> <p>Explain the reasons why the U.S. entered WWI.</p> <p>Identify the Central and Allied Powers during WWI.</p> <p>Examine how WWI became the first mechanized war with the inventions of new weaponry.</p> <p>Examine trench warfare and how life in the trenches affected troop morale.</p> <p>Analyze the role of propaganda on the American public during WWI.</p> <p>Investigate the concept of “total war” and how the U.S. came together to mobilize for war.</p>	<p>“The Americans” McDougal Littell Houghton Mifflin NJ Edition 2007 Chapter 19: The First World War</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> -PowerPoint Lecture -Socratic Seminar -Discussion -Note taking -Collaborative Learning Activities <ul style="list-style-type: none"> -Jigsaw -KWL Chart -Role-play/simulation -Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis -Jeopardy style review -Zimmermann note decoding activity -Trench warfare & new weapons slideshow -Schlieffen Plan interactive map (historychannel.com) 	<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</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> -section review questions/worksheets -political cartoon analysis -timelines -open ended response questions -self assessment & evaluation -class performance -group activities -role plays -jigsaws -analyzing primary and secondary sources & documents -debates -writing on demand -section quizzes -map quiz -projects -oral reports 	<p>3 weeks</p>

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CP US HISTORY II

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	<p>Summarize the social changes that affected minorities and women during WWI.</p> <p>Compile the main points of Wilson’s Fourteen Points.</p> <p>Examine the faults of the Treaty of Versailles and how it was a “peace built on quicksand”.</p> <p>Analyze the overall consequences and costs of World War I.</p>	<p><u>Materials:</u> -Textbook listed above -Teacher Made PowerPoints -Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America’s Time, 1914-1919: Shell Shock</i> • <i>Flyboys</i> (mechanized warfare scene) • <i>Legends of the Fall</i> (mechanized & trench warfare scene) • <i>The Presidents: Wilson</i> • Internet media clips <p>-Zimmermann note copies -World War I Europe maps</p> <p><u>Technology:</u> -Laptop -Projector -Overhead Projector -PowerPoint -DVD/VCR Player -Television -SMART Board -Internet access</p> <p><u>Interdisciplinary Connections:</u> -English/Writing -Science -Life Skills</p> <p><u>Diversity:</u> Examine how cultures in Europe were affected by the catastrophe World War I caused in their home countries.</p>	<p>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>-teacher observations</p> <p><u>Summative:</u> -section quizzes -map quiz -chapter/unit test -projects -oral reports</p> <p><u>Benchmark:</u> -none</p>	
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New Jersey Core Curriculum Content Standard Area: SOCIAL STUDIES

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CP US HISTORY II

Grade: 11

<p>6.2.12</p> <p>An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.</p> <p><i>“What social, political, and economic opportunities and problems arise when cultures interact?”</i></p>	<p>Area of Focus: What social, political, and economic issues arose in the United States during the 1920s?</p> <p>SWBAT: Predict the reaction in the U.S. to the perceived threat of communism.</p> <p>Identify scandals that plagued the Harding administration.</p> <p>Formulate the factors that led to the 18th and 19th Amendments.</p> <p>Describe some of the postwar conflicts between labor and management.</p> <p>Explain how prosperity during the 1920s affected different groups of Americans.</p> <p>Describe the controversy over the role of science and religion in American education and society in the 1920s.</p> <p>Identify the causes and results of the changing roles of women in the 1920s.</p> <p>Analyze the impact of the mass media on creating a pop culture in the 1920s.</p> <p>Explain why the youth-dominated decade came to be called the Roaring Twenties.</p> <p>Understand how heroes of the 1920s fascinated the American public.</p> <p>Predict the causes and examine the results of the migration of African Americans to Northern cities in the early 1900s.</p> <p>Describe the prolific African-American artistic activity that became known as the Harlem Renaissance.</p>	<p>“The Americans” McDougal Littell Houghton Mifflin NJ Edition 2007 Chapters 20&21: Politics of the Roaring Twenties and The Roaring Life of the 1920s</p> <p>Activities: -PowerPoint Lecture -Socratic Seminar -Discussion -Note taking -Collaborative Learning Activities -Jigsaw -KWL Chart -Role-play/simulation -Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis -Jeopardy style review -“Slang” terminology of the 1920s -Silent pictures of the 1920s: “The Moving Picture”</p> <p>Materials: -Textbook listed above -Teacher Made PowerPoints -Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America’s Time, 1920-1929: Boom to Bust</i> • <i>The Presidents: Harding & Coolidge</i> • <i>10 Days that Changed America: Scopes Trial</i> • Internet media clips <p>-Selections of 1920 Jazz music -Various works by Harlem Renaissance poets</p> <p>Technology: -Laptop -Projector</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>Formative: -section review questions/ worksheets -political cartoon analysis -timelines -open ended response questions -self assessment & evaluation -class performance -group activities -role plays -jigsaws -analyzing primary and secondary sources & documents -debates -writing on demand -section quizzes -map quiz -chapter/unit test -projects -oral reports -teacher observations</p> <p>Summative: -section quizzes -map quiz -chapter/unit test -projects -oral reports -required research paper & corresponding mini assignments</p> <p>Benchmark: -none</p>	<p>4 weeks</p>
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Grade: 11

		<ul style="list-style-type: none"> -Overhead Projector -PowerPoint -DVD/VCR Player -Television -SMART Board -Internet access <p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> -English/Writing -Science -Life Skills <p><u>Diversity:</u> Discuss the importance of recognizing other culture’s beliefs, norms, values, & mores.</p>			
<p>6.3.12</p> <p>World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p><i>“How much influence do individuals have in changing history?”</i></p>	<p>Area of Focus: How did the New Deal combat the effects of the Great Depression in the United States?</p> <p>SWBAT: Determine danger signs in the economy during the 1920s.</p> <p>Examine the causes of the stock market crash and the Great Depression.</p> <p>Argue how the Great Depression affected the economy in the U.S. and throughout the world.</p> <p>Describe how people struggled to survive during the Great Depression.</p> <p>Summarize the actions Hoover took to help the economy and the hardship suffered by Americans.</p> <p>Examine FDR’s initial steps to reform banking and finance.</p> <p>Describe FDR’s New Deal programs designed to provide Relief, Reform, & Recovery.</p> <p>Critique the critics of FDR’s New Deal.</p>	<p>“The Americans” McDougal Littell Houghton Mifflin NJ Edition 2007 Chapters 22&23: The Great Depression Begins and The New Deal</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> -PowerPoint Lecture -Socratic Seminar -Discussion -Note taking -Collaborative Learning Activities <ul style="list-style-type: none"> -Jigsaw -KWL Chart -Role-play/simulation -Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis -Jeopardy style review <p><u>Materials:</u></p> <ul style="list-style-type: none"> -Textbook listed above -Teacher Made PowerPoints 	<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</p>	<p>Formative:</p> <ul style="list-style-type: none"> -section review questions/ worksheets -political cartoon analysis -timelines -open ended response questions -self assessment & evaluation -class performance -group activities -role plays -jigsaws -analyzing primary and secondary sources & documents -debates -writing on demand -section quizzes -map quiz -projects -oral reports 	<p>2 weeks</p>

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Topic/Course:

CP US HISTORY II

Grade: 11

	<p>Examine Eleanor Roosevelt’s role as the First Lady.</p> <p>Understand the key goals and achievements of the Second New Deal.</p> <p>Discover some of the faults of New Deal programs in respect to women and other minority groups.</p> <p>Examine how FDR attempted to “pack” the Supreme Court.</p> <p>Evaluate the success or failure of specific New Deal programs.</p> <p>Describe the legacies of the New Deal.</p>	<p>-Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America’s Time, 1929-1936: Stormy Weather</i> • <i>Cinderella Man</i> • <i>Seabiscuit</i> • <i>The Grapes of Wrath</i> • <i>The Presidents: Hoover & FDR</i> • Internet media clips <p><u>Technology:</u></p> <ul style="list-style-type: none"> -Laptop -Projector -Overhead Projector -PowerPoint -DVD/VCR Player -Television -SMART Board -Internet access <p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> -English/Writing -Science -Life Skills <p><u>Diversity:</u></p> <p>Examine how the Great Depression in the U.S. also affected world trade with other countries.</p>	<p>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>-teacher observations</p> <p><u>Summative:</u></p> <ul style="list-style-type: none"> -section quizzes -map quiz -chapter/unit test -projects -oral reports <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> -none 	
<p>6.3.12</p> <p>World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p>“Why is there political</p>	<p><u>Area of Focus:</u></p> <p>What political and social conflicts led to U.S. involvement in World War II?</p> <p><u>SWBAT:</u></p> <p>Trace the rise of dictators in Europe during the 1930s.</p> <p>Assess the types of governments that took power in Russia, Italy, Germany, and Japan after World War I.</p> <p>Break down the details of America’s turn to isolationism in the 1930s.</p> <p>Examine the causes that led to WWII.</p> <p>Examine maps of Europe and the Pacific to understand the</p>	<p>“The Americans”</p> <p>McDougal Littell Houghton Mifflin NJ Edition 2007</p> <p>Chapters 24&25: World War Looms and The United States in World War II</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> -PowerPoint Lecture -Socratic Seminar -Discussion -Note taking -Collaborative Learning Activities -Jigsaw -KWL Chart -Role-play/simulation 	<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><u>Formative:</u></p> <ul style="list-style-type: none"> -section review questions/ worksheets -political cartoon analysis -timelines -open ended response questions -self assessment & evaluation -class performance -group activities -role plays -jigsaws 	<p>5 weeks</p>

New Jersey Core Curriculum Content Standard Area: SOCIAL STUDIES

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CP US HISTORY II

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<p><i>and social conflict?"</i></p> <p>battlefields of WWII.</p> <p>Identify the Axis and Allied Powers.</p> <p>Explain Hitler’s motives for expansion and how Britain and France responded.</p> <p>Trace events that occur during WWII from 1939-1945.</p> <p>Explain how FDR responded to the war in Europe and how the U.S. assisted the Allies without declaring war.</p> <p>Summarize the events that brought the U.S. to war with Japan and Germany.</p> <p>Analyze the role of propaganda on the American public during WWII.</p> <p>Explain how the U.S. expanded its armed forces in World War II and how mobilization helped end the Great Depression in the U.S.</p> <p>Interpret the importance of turning points in all fronts of the war (Eastern, Western, Pacific).</p> <p>Summarize the Allied plan for winning the war against the Axis Powers.</p> <p>Explain the reasons behind the Nazis’ persecution of the Jews and the problems facing Jewish refugees.</p> <p>Describe the Nazis “final solution” to the Jewish problem and the horrors of the Holocaust.</p> <p>Examine the lasting effects of the Holocaust.</p> <p>Debate the dilemma on whether or not to use the atomic bomb as a means to end WWII.</p> <p>Evaluate Truman’s decision to drop the atomic bomb on Japan.</p> <p>Determine whether it was necessary for FDR to set up internment camps for Japanese Americans in the United</p>	<p>-Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis -Jeopardy style review</p> <p><u>Materials:</u> -Textbook listed above -Teacher Made PowerPoints -Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America’s Time, 1936-1941: Over the Edge, 1941-1945: Homefront, & 1941-1945: Civilians at War</i> • <i>Schindler’s List</i> • <i>Hiroshima</i> (BBC Doc) • <i>The Presidents: FDR & Truman</i> • <i>Band of Brothers</i> series • <i>Pearl Harbor</i> • <i>Flags of our Fathers</i> • <i>Letters from Iwo Jima</i> • <i>Enemy at the Gates</i> • <i>Saving Private Ryan</i> • Internet media clips <p>-World War II maps: Europe, North Africa & the Pacific</p> <p><u>Technology:</u> -Laptop -Projector -Overhead Projector -PowerPoint -DVD/VCR Player -Television -SMART Board -Internet access</p> <p><u>Interdisciplinary Connections:</u> -English/Writing -Science -Life Skills</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>-analyzing primary and secondary sources & documents -debates -writing on demand -section quizzes -map quiz -chapter/unit test -projects -oral reports -teacher observations</p> <p><u>Summative:</u> -section quizzes -map quiz -chapter/unit test -projects -oral reports</p> <p><u>Benchmark:</u> Midterm exam September-January (Imperialism through World War II)</p>	
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Topic/Course:

CP US HISTORY II

Grade: 11

	<p>States. Examine the Nuremberg Trials and the occupation of Japan.</p>	<p><u>Diversity:</u> Examine how cultures in Europe were affected by the catastrophe World War II caused in their home countries.</p>			
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New Jersey Core Curriculum Content Standard Area: SOCIAL STUDIES

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CP US HISTORY II

Grade: 11

<p>6.2.12</p> <p>An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.</p> <p><i>“What is the formal and informal relationship of the United States to other nations?”</i></p>	<p>Area of Focus: What helped shape the formal and informal relationships of the United States and other countries around the world during the Cold War?</p> <p>SWBAT: Examine the results of World War II and how the world was set to move forward.</p> <p>Outline the breakdown in relations between the U.S. and the Soviet Union after WWII.</p> <p>Validate how the Truman Doctrine and the Marshall Plan deepened Cold War tensions.</p> <p>Examine how conflicts over Germany increased fear of Soviet aggression.</p> <p>Understand the policy of containment.</p> <p>Explain how Communists came to power in China and how the U.S. reacted to this threat.</p> <p>Summarize the events of the Korean War.</p> <p>Describe government efforts to investigate the loyalty of U.S. citizens.</p> <p>Explain how McCarthyism led to another Red Scare in the U.S.</p> <p>Describe American and Soviet actions that caused the Cold War to spread around the world.</p> <p>Examine the policy of brinkmanship.</p> <p>Identify economic and social problems Americans faced after WWII.</p> <p>Compare and contrast domestic policy of Presidents Truman and Eisenhower.</p> <p>Describe the suburban lifestyle of the 1950s.</p>	<p>“The Americans” McDougal Littell Houghton Mifflin NJ Edition 2007 Chapters 26&27: Cold War Conflicts and The Postwar Boom</p> <p>Activities: -PowerPoint Lecture -Socratic Seminar -Discussion -Note taking -Collaborative Learning Activities -Jigsaw -KWL Chart -Role-play/simulation -Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis -Jeopardy style review</p> <p>Materials: -Textbook listed above -Teacher Made PowerPoints -Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America’s Time, 1946-1952: Best Years & 1953-1960: Happy Daze</i> • <i>American Graffiti</i> • <i>The Presidents: Truman & Eisenhower</i> • <i>10 Days that Changed America: Elvis</i> • Internet media clips • Clips of 1950s TV Sitcoms <p>-Map of Europe after WWII -Map of NATO & Warsaw Pact countries -Map of North & South Korea</p> <p>Technology: -Laptop -Projector</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>Formative: -section review questions/ worksheets -political cartoon analysis -timelines -open ended response questions -self assessment & evaluation -class performance -group activities -role plays -jigsaws -analyzing primary and secondary sources & documents -debates -writing on demand -section quizzes -map quiz -projects -oral reports -teacher observations</p> <p>Summative: -section quizzes -map quiz -chapter/unit test -projects -oral reports</p> <p>Benchmark: -none</p>	<p>4-5 weeks</p>
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Topic/Course:

CP US HISTORY II

Grade: 11

	<p>Explain the increase of consumerism in the 1950s.</p> <p>Outline causes and effects of the boom in the automobile industry.</p> <p>Analyze how some people in the U.S. challenged conformity during the 1950s.</p> <p>Explain how the beat movement and rock 'n' roll music clashed with middle class values.</p> <p>Describe the efforts of minorities to gain equal rights and fight poverty in the U.S.</p>	<p>-Overhead Projector -PowerPoint -DVD/VCR Player -Television -SMART Board -Internet access</p> <p><u>Interdisciplinary Connections:</u> -English/Writing -Science -Life Skills</p> <p><u>Diversity:</u> Examine how immigrants to the U.S. were afraid of being recognized as communists/anarchists during the Cold War era.</p>			
<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</p>	<p><u>Area of Focus:</u> How were JFK and LBJ's domestic agendas overshadowed by their commitment to containment?</p> <p><u>SWBAT:</u> Examine the role media played in the Election of 1960.</p> <p>Break down the crises that developed in Cuba that almost led to WWII.</p>	<p>"The Americans" McDougal Littell Houghton Mifflin NJ Edition 2007 Chapter 28: The New Frontier and the Great Society</p> <p><u>Activities:</u> -PowerPoint Lecture -Socratic Seminar -Discussion</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p>	<p><u>Formative:</u> -section review questions/worksheets -political cartoon analysis -timelines -open ended response questions -self assessment &</p>	<p>2-3 weeks</p>

Topic/Course:

CP US HISTORY II

Grade: 11

<p>national issues with an historical perspective that informs both thinking and action.</p> <p><i>“Are we ethically responsible for resolving global problems?”</i></p>	<p>Discover how Berlin transformed into a symbol that explained the Cold War.</p> <p>Analyze the domestic and militaristic agendas of JFK during his presidency.</p> <p>Detail the events surrounding the assassination of JFK.</p> <p>Examine the controversy behind the Warren Commission’s ruling of JFK’s assassination.</p> <p>Anticipate LBJ’s domestic agenda in the wake of JFK’s death.</p> <p>Evaluate and review the reforms of the Warren Court.</p> <p>Evaluate the impact of Great Society programs.</p>	<p>-Note taking -Collaborative Learning Activities -Jigsaw -KWL Chart -Role-play/simulation -Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis -Jeopardy style review</p> <p><u>Materials:</u> -Textbook listed above -Teacher Made PowerPoints -Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America’s Time, 1960-1964: Poisoned Dreams</i> • <i>The Presidents: JFK & LBJ</i> • <i>JFK: A Presidency Revealed</i> • Internet media clips <p><u>Technology:</u> -Laptop -Projector -Overhead Projector -PowerPoint -DVD/VCR Player -Television</p> <p><u>Interdisciplinary Connections:</u> -English/Writing -Science -Life Skills</p> <p><u>Diversity:</u> Discuss how JFK handled domestic issues of all class levels in the U.S. during his presidency.</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>evaluation</p> <p>-class performance -group activities -role plays -jigsaws -analyzing primary and secondary sources & documents -debates -writing on demand -section quizzes -map quiz -projects -oral reports -teacher observations</p> <p><u>Summative:</u> -section quizzes -map quiz -chapter/unit test -projects -oral reports</p> <p><u>Benchmark:</u> -none</p>	
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Topic/Course:

CP US HISTORY II

Grade: 11

<p>6.3.12</p> <p>World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p><i>“How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?”</i></p>	<p>Area of Focus: How have individuals and groups worked to combat instances of prejudice, cruelty, and discrimination?</p> <p>SWBAT: Understand the African-America struggle for civil rights during the 1950s and 1960s.</p> <p>Explain how legalized segregation deprived African Americans of their rights as citizens.</p> <p>Analyze how America responded to the <i>Plessy v. Ferguson</i> and <i>Brown v. B.O.E.</i> decisions.</p> <p>Trace the civil rights activities of MLK Jr.</p> <p>Describe how the civil rights movement expanded throughout the U.S.</p> <p>Discuss how the Montgomery Bus Boycott escalated the Civil Rights Movement.</p> <p>Explain how civil rights activism forced JFK to act against segregation.</p> <p>Describe the tactics tried by civil rights organizations to secure passage of the Voting Rights Act and the multiple Civil Rights Acts.</p> <p>Examine the role media played in enhancing the actual events of the Civil Rights Movement.</p> <p>Distinguish the difference between de facto and de jure discrimination.</p> <p>Compare and contrast segregation in the North with segregation in the South.</p> <p>Differentiate between the roles of prominent leaders in the Civil Rights Movement.</p> <p>Examine America’s reaction to the assassination of MLK Jr.</p> <p>Summarize the accomplishments and legacies of the Civil</p>	<p>“The Americans” McDougal Littell Houghton Mifflin NJ Edition 2007 Chapter 29: Civil Rights</p> <p>Activities: -PowerPoint Lecture -Socratic Seminar -Discussion -Note taking -Collaborative Learning Activities -Jigsaw -KWL Chart -Role-play/simulation -Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis -Jeopardy style review</p> <p>Materials: -Textbook listed above -Teacher Made PowerPoints -Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America’s Time, 1953-1960: Happy Daze</i> • <i>Mississippi Burning</i> • <i>Ghosts of Mississippi</i> • <i>10 Days that Changed America</i> • <i>Freedom Summer</i> • <i>Eyes of the Prize (PBS Series)</i> • Internet media clips <p>Technology: -Laptop -Projector -Overhead Projector -PowerPoint -DVD/VCR Player -Television -SMART Board -Internet access</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>Formative: -section review questions/ worksheets -political cartoon analysis -timelines -open ended response questions -self assessment & evaluation -class performance -group activities -role plays -jigsaws -analyzing primary and secondary sources & documents -debates -writing on demand -section quizzes -map quiz -projects -oral reports -teacher observations</p> <p>Summative: -section quizzes -map quiz -chapter/unit test -projects -oral reports</p> <p>Benchmark: -none</p>	<p>1-2 weeks</p>
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Topic/Course:

CP US HISTORY II

Grade: 11

	<p>Rights Movement.</p>	<p><u>Interdisciplinary Connections:</u> -English/Writing -Science -Life Skills</p> <p><u>Diversity:</u> Examine how African Americans fought for equal rights and fair treatment.</p>			
<p>6.3.12</p> <p>World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p><i>“What causes societies to change over time?”</i></p>	<p>Area of Focus: What were the causes for U.S. involvement and escalation in the Vietnam War?</p> <p>SWBAT: Relate the history in the French colony of Vietnam to how the split of North and South Vietnam led to war.</p> <p>Examine how the U.S. became involved in the Vietnam conflict.</p> <p>Describe the expansion of U.S. military involvement under JFK and LBJ. Describe the military tactics and weapons used by U.S. forces and the Vietcong.</p> <p>Evaluate the impact the media had on popular opinion on the war.</p> <p>Explain the draft policies that led to the Vietnam War becoming a working-class war.</p> <p>Discuss how U.S. citizens dodged the draft.</p> <p>Examine the antiwar movement and the growing division in U.S. public opinion about the war.</p>	<p>“The Americans” McDougal Littell Houghton Mifflin NJ Edition 2007 Chapter 30: The Vietnam War Years</p> <p><u>Activities:</u> -PowerPoint Lecture -Socratic Seminar -Discussion -Note taking -Collaborative Learning Activities -Jigsaw -KWL Chart -Role-play/simulation -Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis -Jeopardy style review</p> <p><u>Materials:</u> -Textbook listed above -Teacher Made PowerPoints -Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America’s Time, 1965-1970: Unpinned & 1971-</i> 	<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><u>Formative:</u> -section review questions/ worksheets -political cartoon analysis -timelines -open ended response questions -self assessment & evaluation -class performance -group activities -role plays -jigsaws -analyzing primary and secondary sources & documents -debates -writing on demand -section quizzes -map quiz -projects -oral reports -teacher observations</p>	<p>2 weeks</p>

Topic/Course:

CP US HISTORY II

Grade: 11

<p>Describe the Tet offensive and its effect on the American public.</p> <p>Explain the importance of the Election of 1968.</p> <p>Analyze Nixon’s policy of Vietnamization.</p> <p>Describe the end of U.S. involvement and the final outcome in Vietnam.</p> <p>Summarize the war’s painful legacy in the U.S. and Southeast Asia.</p>	<p>1975: Approaching the Apocalypse</p> <ul style="list-style-type: none"> • <i>We Were Soldiers</i> • <i>Rescue Dawn</i> • <i>Forrest Gump</i> • <i>Platoon</i> • Internet media clips • Anti-war protest clips • Woodstock music clips <ul style="list-style-type: none"> - Edwin Starr’s “War” - Country Joe & The Fish’s “I-Feel-Like-I’m-Fixin’-to-Die Rag - John Fogarty’s “Fortunate Son” <p>-Map of Vietnam & Southeast Asia</p> <p><u>Technology:</u></p> <ul style="list-style-type: none"> -Laptop -Projector -Overhead Projector -PowerPoint -DVD/VCR Player -Television -SMART Board -Internet access <p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> -English/Writing -Science -Life Skills <p><u>Diversity:</u></p> <p>Was the U.S. seen as a “bully” in helping other countries help stop the spread of communism? Was it just for us to invade other countries for this purpose?</p>	<p>1975: Approaching the Apocalypse</p> <ul style="list-style-type: none"> • <i>We Were Soldiers</i> • <i>Rescue Dawn</i> • <i>Forrest Gump</i> • <i>Platoon</i> • Internet media clips • Anti-war protest clips • Woodstock music clips <ul style="list-style-type: none"> - Edwin Starr’s “War” - Country Joe & The Fish’s “I-Feel-Like-I’m-Fixin’-to-Die Rag - John Fogarty’s “Fortunate Son” <p>-Map of Vietnam & Southeast Asia</p> <p><u>Technology:</u></p> <ul style="list-style-type: none"> -Laptop -Projector -Overhead Projector -PowerPoint -DVD/VCR Player -Television -SMART Board -Internet access <p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> -English/Writing -Science -Life Skills <p><u>Diversity:</u></p> <p>Was the U.S. seen as a “bully” in helping other countries help stop the spread of communism? Was it just for us to invade other countries for this purpose?</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><u>Summative:</u></p> <ul style="list-style-type: none"> -section quizzes -map quiz -chapter/unit test -projects -oral reports <p><u>Benchmark:</u></p> <ul style="list-style-type: none"> -none 	
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Topic/Course:

CP US HISTORY II

Grade: 11

<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><i>“Why can traditions sometimes not be maintained?”</i></p>	<p>Area of Focus: How did social issues change the overall view of American citizens during the 1960s and 1970s?</p> <p>SWBAT: Discover the sweeping social protest movements of the 1960s and the 1970s.</p> <p>Describe the growth and diversity of the Latino population in the U.S. during the 1960s & 1970s.</p> <p>Identify factors that led to the rise of the women’s movement in the 1960s & 1970s.</p> <p>Examine the successes and failures of the women’s movement.</p> <p>Summarize the impact of the counterculture on art, fashion, music, and attitudes during the 1960s and 1970s.</p> <p>Examine how hippie culture transformed youth in the United States.</p> <p>Point out the conservative response to the counterculture.</p>	<p>“The Americans” McDougal Littell Houghton Mifflin NJ Edition 2007 Chapter 31:An Era of Social Change</p> <p>Activities: -PowerPoint Lecture -Socratic Seminar -Discussion -Note taking -Collaborative Learning Activities -Jigsaw -KWL Chart -Role-play/simulation -Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis -Jeopardy style review</p> <p>Materials: -Textbook listed above -Teacher Made PowerPoints -Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America’s Time, 1965-1970: Unpinned & 1976-1980: Starting Over</i> • Internet media clips • Woodstock music clips <ul style="list-style-type: none"> - Edwin Starr’s “War” - Country Joe & The Fish’s “I-Feel-Like-I’m-Fixin’ -to-Die Rag - John Fogarty’s “Fortunate Son” <p>Technology: -Laptop -Projector -Overhead Projector -PowerPoint</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>Formative: -section review questions/ worksheets -political cartoon analysis -timelines -open ended response questions -self assessment & evaluation -class performance -group activities -role plays -jigsaws -analyzing primary and secondary sources & documents -debates -writing on demand -section quizzes -map quiz -projects -oral reports -teacher observations</p> <p>Summative: -section quizzes -map quiz -chapter/unit test -projects -oral reports</p> <p>Benchmark: -none</p>	<p>1 week</p>
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Topic/Course:

CP US HISTORY II

Grade: 11

		<p>-DVD/VCR Player -Television -SMART Board -Internet access</p> <p><u>Interdisciplinary Connections:</u> -English/Writing -Science -Life Skills</p> <p><u>Diversity:</u> Examine how Latinos, Native Americans, and women fought for equal rights and fair treatment in the United States.</p>			
<p>6.3.12</p> <p>World History prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p> <p><i>“How much influence do individuals have in changing history?”</i></p>	<p><u>Area of Focus:</u> How did the Nixon legacy affect later administrations of the 1970s?</p> <p><u>SWBAT:</u> Compare and contrast Nixon’s domestic policies with those of his predecessors.</p> <p>Examine Henry Kissinger’s role in shaping foreign policy.</p> <p>Describe the steps Nixon took to battle stagflation. Examine the importance of Nixon’s visits to China and the Soviet Union.</p> <p>Analyze how Nixon and his advisors sought to increase the power of the presidency.</p> <p>Summarize the details of the Watergate burglary and how the scandal was uncovered.</p> <p>Explain why Nixon was impeached and how this scandal rocked politics in the United States.</p> <p>Compile the problems Gerald Ford inherited from Nixon.</p> <p>Evaluate the strengths and weaknesses of the presidency of Jimmy Carter.</p> <p>Examine Ford’s domestic, foreign, and economic policies.</p>	<p>“The Americans” McDougal Littell Houghton Mifflin NJ Edition 2007 Chapter 32: An Age of Limits</p> <p><u>Activities:</u> -PowerPoint Lecture -Socratic Seminar -Discussion -Note taking -Collaborative Learning Activities -Jigsaw -KWL Chart -Role-play/simulation -Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis -Jeopardy style review</p> <p><u>Materials:</u> -Textbook listed above -Teacher Made PowerPoints -Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America’s Time, 1971-1975: Approaching the Apocalypse & 1976-1980: Starting Over</i> 	<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><u>Formative:</u> -section review questions/ worksheets -political cartoon analysis -timelines -open ended response questions -self assessment & evaluation -class performance -group activities -role plays -jigsaws -analyzing primary and secondary sources & documents -debates -writing on demand -section quizzes -map quiz -projects -oral reports -teacher observations</p> <p><u>Summative:</u> -section quizzes</p>	<p>2 weeks</p>

Topic/Course:

CP US HISTORY II

Grade: 11

	<p>Identify Jimmy Carter’s approach to solving economic problems.</p>	<ul style="list-style-type: none"> • <i>The Presidents: Nixon, Ford, & Carter</i> • <i>Nixon</i> • <i>Frost/Nixon</i> • Internet media clips <p><u>Technology:</u> -Laptop -Projector -Overhead Projector -PowerPoint -DVD/VCR Player -Television -SMART Board -Internet access</p> <p><u>Interdisciplinary Connections:</u> -English/Writing -Science -Life Skills</p> <p><u>Diversity:</u> How did the economic crash of the late 1970s hurt all types of Americans?</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>-map quiz -chapter/unit test -projects -oral reports</p> <p><u>Benchmark:</u> -none</p>	
<p>6.2.12</p> <p>An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.</p> <p>“What social, political, and economic opportunities and</p>	<p><u>Area of Focus:</u> How was the United States affected by global and domestic, economic, political, and social changes of the 1980s?</p> <p><u>SWBAT:</u> Identify the reasons for the resurgence of conservative values and examine the major goals of the New Right.</p> <p>Analyze the emergence of Reagan and H.W. Bush as conservative leaders.</p> <p>Examine Reagan’s economic programs.</p> <p>Understand how Reagan managed foreign policy under détente, “Star Wars”, and defense spending.</p> <p>Analyze the Elections of 1980, 1984, & 1988.</p> <p>Identify national concerns about education, drug use, health</p>	<p>“The Americans” McDougal Littell Houghton Mifflin NJ Edition 2007 Chapter 33: The Conservative Tide</p> <p><u>Activities:</u> -PowerPoint Lecture -Socratic Seminar -Discussion -Note taking -Collaborative Learning Activities -Jigsaw -KWL Chart -Role-play/simulation -Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis</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><u>Formative:</u> -section review questions/ worksheets -political cartoon analysis -timelines -open ended response questions -self assessment & evaluation -class performance -group activities -role plays -jigsaws -analyzing primary and secondary sources & documents</p>	<p>1-2 weeks</p>

Topic/Course:

CP US HISTORY II

Grade: 11

<p><i>problems arise when cultures interact?"</i></p>	<p>issues, and urban problems in the U.S.</p> <p>Discuss changes in the Communist world that ended the Cold War.</p> <p>Validate U.S. actions taken to influence Central American and Caribbean affairs.</p> <p>Describe the events leading up to the Iran-Contra scandal.</p> <p>Analyze U.S. involvement in the Persian Gulf War.</p>	<p>-Jeopardy style review</p> <p><u>Materials:</u> -Textbook listed above -Teacher Made PowerPoints -Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America's Time, 1981-9189: A New World</i> • <i>The Presidents: Reagan & H.W. Bush</i> • Internet media clips <p>-Maps of the Middle East</p> <p><u>Technology:</u> -Laptop -Projector -Overhead Projector -PowerPoint -DVD/VCR Player -Television -SMART Board -Internet access</p> <p><u>Interdisciplinary Connections:</u> -English/Writing -Science -Life Skills</p> <p><u>Diversity:</u> How receptive were Americans during the numerous Middle East & Latin American tensions of the 1980s?</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>-debates -writing on demand -section quizzes -map quiz -projects -oral reports -teacher observations</p> <p><u>Summative:</u> -section quizzes -map quiz -chapter/unit test -projects -oral reports</p> <p><u>Benchmark:</u> -none</p>	
<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</p>	<p><u>Area of Focus:</u> Is America the land of opportunity moving into the 21st century?</p> <p><u>SWBAT:</u> Summarize the political and social events of the 1990s and early 2000s.</p> <p>Examine Clinton's stand on domestic issues, including his push to reform healthcare.</p>	<p>"The Americans" McDougal Littell Houghton Mifflin NJ Edition 2007 Chapter 34: The United States in Today's World</p> <p><u>Activities:</u> -PowerPoint Lecture -Socratic Seminar -Discussion -Note taking</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p>	<p><u>Formative:</u> -section review questions/worksheets -political cartoon analysis -timelines -open ended response questions -self assessment & evaluation</p>	<p>1-2 weeks</p>

Topic/Course:

CP US HISTORY II

Grade: 11

<p>historical perspective that informs both thinking and action.</p> <p><i>“Is America a land of opportunity?”</i></p>	<p>Explain the events surrounding Clinton’s impeachment trial.</p> <p>Examine the results of the Elections of 1992, 1996, 2000, 2004, and 2008.</p> <p>Describe the goals of W. Bush during his two terms as president.</p> <p>Explain the importance of technological growth as we move into the 21st century.</p> <p>Summarize the events of 9/11 and how it shaped current foreign policy and homeland security.</p> <p>Evaluate the changing migration patterns and immigration policies of the 21st century.</p> <p>Examine how the U.S. has dealt with current conflicts in the Middle East.</p> <p>Explain the importance of the Election of 2008.</p>	<p>-Collaborative Learning Activities -Jigsaw -KWL Chart -Role-play/simulation -Debate -Think/Pair/Share -Document/ Photographic/ Propaganda/Political Cartoon Analysis -Jeopardy style review</p> <p><u>Materials:</u> -Textbook listed above -Teacher Made PowerPoints -Films/Documentaries</p> <ul style="list-style-type: none"> • <i>The Century: America’s Time, The ‘90s & Beyond: Then & Now</i> • <i>The Presidents: Clinton & W. Bush</i> <p>-<i>New York Times</i> -<i>Newsweek</i></p> <p><u>Technology:</u> -Laptop -Projector -Overhead Projector -PowerPoint -DVD/VCR Player -Television -SMART Board -Internet access</p> <p><u>Interdisciplinary Connections:</u> -English/Writing -Science -Life Skills</p> <p><u>Diversity:</u> Does the U.S. truly treat all of its citizens equally and fairly?</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>-class performance -group activities -role plays -jigsaws -analyzing primary and secondary sources & documents -debates -writing on demand -section quizzes -map quiz -projects -oral reports -teacher observations</p> <p><u>Summative:</u> -section quizzes -map quiz -chapter/unit test -projects -oral reports</p> <p><u>Benchmark:</u> Final exam February-June (Cold War-present day)</p>	
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