

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## United States History II

Adopted: January 16, 2024

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

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

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**Core Ideas**

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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](#)

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**Guiding Questions**

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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?
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## 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.HistoryCA.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
<p><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.</p>	<p>1. <b>KWL Chart:</b></p> <ul style="list-style-type: none"><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**

<p><b>SLO – WALT</b></p> <p><b>We are learning to/that</b></p>	<p><b>Student Strategies</b></p>	<p><b>Possible Formative Assessment</b></p>	<p><b>Possible Activities and Resources</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p><b>WALT</b> Analyze the actions and policy of the United States contributing to the Great Depression.</p> <p><b>WALT</b> Explore the reasons for worldwide economic collapse during the Great Depression</p> <p><b>WALT</b> Explore the global context of the Great Depression</p> <p>Explain the interdependence of various parts of a market economy.</p> <p><b>WALT</b></p>	<ol style="list-style-type: none"> <li><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</li> <li><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</li> <li><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</li> </ol>	<ol style="list-style-type: none"> <li><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</li> <li><b>Think-Pair-Share:</b> 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><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Instructional Strategies and Activities</a></li> <li><a href="#">Primary and Secondary Source Analysis Strategies</a></li> <li><a href="#">Online Textbook - Peer Edited by College Professors</a></li> <li><a href="#">ReadWorks</a></li> <li><a href="#">ActivelyLearn</a></li> <li><a href="#">NewsELA</a></li> <li><a href="#">Digital Museums</a></li> <li><a href="#">Digital History Database</a></li> <li><a href="#">Africans in America</a></li> </ol>	<ol style="list-style-type: none"> <li><b>Extended Time:</b> <ul style="list-style-type: none"> <li>Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> </ul> </li> <li><b>Digital Tools:</b> <ul style="list-style-type: none"> <li>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</li> </ul> </li> </ol>

<p>Explain the interdependence of private enterprise and government programs in a mixed economy.</p> <p><b>WALT</b> Compare and contrast the causes and outcomes of the stock market crash with other periods of economic instability.</p> <p><b>WALT</b> Explain how the government can adjust taxes to restore the country's economic health.</p> <p><b>WALT</b> Explain how the government can adjust interest rates to restore the country's economic health.</p> <p><b>WALT</b> Explain how government spending can restore the country's economic health.</p> <p><b>WALT</b></p>	<p>4. <b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>5. <b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>4. <b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>5. <b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>6. <b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>7. <b>Graphic Organizers:</b> Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p>	<p>10. <a href="#">U.S. History Lessons   Stanford History Education Group</a></p> <p><b>Unit specific</b></p> <p><b>Student led research:</b> Determine the economic conditions of the United States and Europe leading into the Great Depression. <a href="#">Causes of Great Depression and Government Response</a></p> <p><b>Primary Source Analysis:</b> The effects of the Great Depression on U.S. Citizens. <a href="#">Primary Sources on the Great Depression</a></p> <p><b>Journal Entries:</b> Students will create a series of journal entries depicting their experience while living during the Great Depression. <a href="#">Primary Sources for Journal Activity</a></p>	<p>○ <b>Sensory Supports:</b></p> <p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p> <p>○ Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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<p>Explain the Impact of the Great Depression on the American family.</p> <p><b>WALT</b> Explain the Impact of the Great Depression on ethnic and racial minorities.</p>		<p>8. <b>Jigsaw Activity:</b> Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>9. <b>One-Minute Papers:</b> Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p>Dust Bowl Interactive Map Activity <a href="#">Resource for Dust Bowl Map Activity</a></p> <p>Understanding Stock Market Crash of 1929 Timeline <a href="#">Crash of 1929</a></p> <p>Understanding the Great Depression through pictures. <a href="#">Great Depression Photo Resource</a></p> <p>Primary Source Analysis on the Great Depression from a global perspective <a href="#">Resource for global activity</a></p>	
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### Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. <b>Primary Source Analysis Essay:</b></p> <ul style="list-style-type: none"> <li>○ Provide students with a set of primary sources on the Great Depression and ask them to write an essay that analyzes and interprets these sources,</li> </ul>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p>

addressing specific questions or prompts.	<p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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### 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	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

### Summative Assessments

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. <b>Unit Exam:</b></p> <ul style="list-style-type: none"> <li>○ Administer a comprehensive exam that covers the major events, figures, and concepts of the Great Depression.</li> </ul>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p>

## 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



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

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**Grade level: 11th Grade**

**Timeframe: 3-4 weeks**

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### **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](#)

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### **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
<p><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.</p>	<p>1. <b>KWL Chart:</b></p> <ul style="list-style-type: none"> <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

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
<p><b>WALT</b> Evaluate the Effectiveness of economic standards and regulations established during the New Deal Period.</p> <p><b>WALT</b> Compare and contrast the Economic ideologies of the two major political parties regarding the role of government during the New Deal.</p> <p><b>WALT</b> Compare and contrast the Economic ideologies of the two major political parties regarding the role of government today</p> <p><b>WALT</b> Explain Franklin Roosevelt's shaping of core ideologies of the New Deal.</p>	<ol style="list-style-type: none"> <li><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</li> <li><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</li> <li><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</li> <li><b>Use of Primary Sources:</b> Familiarize yourself with primary</li> </ol>	<ol style="list-style-type: none"> <li><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</li> <li><b>Think-Pair-Share:</b> 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><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</li> <li><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to</li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Instructional Strategies and Activities</a></li> <li><a href="#">District Textbook</a></li> <li><a href="#">Primary and Secondary Source Analysis Strategies</a></li> <li><a href="#">Online Textbook - Peer Edited by College Professors</a></li> <li><a href="#">ReadWorks</a></li> <li><a href="#">ActivelyLearn</a></li> <li><a href="#">NewsELA</a></li> <li><a href="#">Digital Museums</a></li> <li><a href="#">Digital History Database</a></li> <li><a href="#">Africans in America</a></li> </ol>	<p><b>Extended Time:</b></p> <ul style="list-style-type: none"> <li>Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> </ul> <p><b>Digital Tools:</b></p> <ul style="list-style-type: none"> <li>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</li> </ul> <p><b>Sensory Supports:</b></p>

<p><b>WALT</b> Explain Key individuals' (Mary McLeod, Frances Perkins) shaping of core ideologies of the New Deal.</p> <p><b>WALT</b> Analyze the response of other nations to the Great Depression.</p> <p><b>WALT</b> Assess the Effectiveness of governmental policies enacted during the New Deal period.</p> <p><b>WALT</b> Evaluate the short-and long term impact of the expanded role of government on economic policy.</p> <p><b>WALT</b> Evaluate the short-and long term impact of the expanded role of government on capitalism.</p>	<p>source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>5. <b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>5. <b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>6. <b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>7. <b>Graphic Organizers:</b> Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>8. <b>Jigsaw Activity:</b> Divide the class into groups, each responsible for researching and</p>	<p>11. <a href="#">U.S. History Lessons   Stanford History Education Group</a></p> <p><b>Unit Specific</b></p> <p><b>New Deal Timeline:</b> <a href="#">New Deal Resources</a></p> <p><b>New Deal Role Playing Game:</b> Students will take on the role of FDR and decide which programs to implement and defend their choices. <a href="#">New Deal Resources</a></p> <p><b>New Deal Economic Simulation:</b> Students will work with one another to come up with ideas on how to stimulate the economy. <a href="#">Fiscal Stimulus Resource</a></p> <p><b>New Deal Art and Music Activity:</b> Students create their</p>	<p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p> <ul style="list-style-type: none"> <li>○ Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</li> </ul>
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<p><b>WALT</b> Determine the extent of the Impact of New Deal public works and arts program on New Jersey as well as the entire nation.</p>		<p>presenting a different aspect of a historical event or topic. This encourages collaboration.</p>	<p>own inspired by the Great Depression and the New Deal Efforts.<a href="#">New Deal Art Resource</a></p>	
<p><b>WALT</b> Determine the extent of the Impact of New Deal and Arts programs on the environment.</p>		<p>9. <b>One-Minute Papers:</b> Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		
<p><b>WALT</b> Assess the Protections of the welfare of individuals (Social Security) during the New Deal period.</p>				
<p><b>WALT</b> Analyze the long-term impact of those Supreme Court decisions on the protection of civil and human rights.</p>				
<p><b>WALT</b> Analyze the Supreme Court's interpretation of the Constitution to define and expand individual rights.</p>				

### Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. <b>Primary Source Analysis Essay:</b></p> <ul style="list-style-type: none"> <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>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

### Benchmark Assessment 2

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

### Summative Assessments (add rows as needed)

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

<p><b>1. Unit Exam:</b></p> <ul style="list-style-type: none"> <li>○ Administer a comprehensive exam that covers the major events, figures, and concepts of the Great Depression.</li> </ul>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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## Interdisciplinary Connections

### Interdisciplinary Connections

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#### Writing Standards (W):

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

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

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





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

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**Grade level:** 11th Grade

**Timeframe:** 3-4 weeks

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### Core Ideas

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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](#)

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### Guiding Questions

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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
<p><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.</p>	<p><b>1. KWL Chart:</b></p> <ul style="list-style-type: none"> <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)**

<b>SLO – WALT</b>  <b>We are learning to/that</b>	<b>Student Strategies</b>	<b>Possible Formative Assessment</b>	<b>Possible Activities and Resources</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<p><b>WALT</b> Determine the American policies and civil rights towards the Japanese during WWII.</p> <p><b>WALT</b> Evaluate the Commitment of the United States to human rights policies.</p> <p><b>WALT</b> Evaluate the Role of New Jersey (Defense industries) in World War II.</p> <p><b>WALT</b> Explain the expressions of a strong sense of nationalism despite discrimination in the military and workforce of women.</p>	<ol style="list-style-type: none"> <li><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</li> <li><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</li> <li><b>Time Management:</b> Create a study schedule to manage your time effectively,</li> </ol>	<ol style="list-style-type: none"> <li><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</li> <li><b>Think-Pair-Share:</b> 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><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Instructional Strategies and Activities</a></li> <li><a href="#">District Textbook</a></li> <li><a href="#">Primary and Secondary Source Analysis Strategies</a></li> <li><a href="#">Online Textbook - Peer Edited by College Professors</a></li> <li><a href="#">ReadWorks</a></li> <li><a href="#">ActivelyLearn</a></li> </ol>	<ol style="list-style-type: none"> <li><b>Extended Time:</b> <ul style="list-style-type: none"> <li>Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> <li><b>Digital Tools:</b> <ul style="list-style-type: none"> <li>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</li> </ul> </li> <li><b>Sensory Supports:</b></li> </ul> </li> </ol>

<p><b>WALT</b> Explain the expressions of a strong sense of nationalism despite discrimination in the military and workforce of African Americans.</p> <p><b>WALT</b> Explain the expressions of a strong sense of nationalism despite discrimination in the military and workforce of Native Americans.</p> <p><b>WALT</b> Explain the expressions of a strong sense of nationalism despite discrimination in the military and workforce of Asian Americans.</p> <p><b>WALT</b> Assess the Response of the U.S. and other nations to the violation of human rights during the Holocaust.</p> <p><b>WALT</b> Explain the Creation of the United Nations.</p>	<p>and stick to it to ensure consistent study sessions.</p> <p>4. <b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>5. <b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>4. <b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>5. <b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>6. <b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>7. <b>Graphic Organizers:</b> Provide graphic organizers like timelines, Venn</p>	<p>7. <a href="#">NewsELA</a></p> <p>8. <a href="#">Digital Museums</a></p> <p>9. <a href="#">Digital History Database</a></p> <p>10. <a href="#">Africans in America</a></p> <p>11. <a href="#">U.S. History Lessons   Stanford History Education Group</a></p> <p style="text-align: center;"><b>Unit Specific</b></p> <p><b>WWII Rationing Activity:</b> Students will work with one another to create a grocery list using rationing stamps. <a href="#">WWII Rationing Resource</a></p>	<p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p> <ul style="list-style-type: none"> <li>○ Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</li> </ul>
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<p><b>WALT</b> Explain the Creation of the Universal Declaration of Human Rights.</p> <p><b>WALT</b> Evaluate the Effectiveness of United Nations' human right policies.</p> <p><b>WALT</b> Assess the Impact on the arms race on world power and national foreign policy.</p> <p><b>WALT</b> Assess the Proliferation of nuclear weapons on world power and national foreign policy.</p> <p><b>WALT</b> Evaluate the Effectiveness of the Treaty of Versailles and the League of Nations following WWI in preventing international disputes.</p> <p><b>WALT</b> Compare the perspectives of victims during the Holocaust.</p>		<p>diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>8. <b>Jigsaw Activity:</b> Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>9. <b>One-Minute Papers:</b> Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p><b>Japanese Internment Camp Letter Home</b> <a href="#">Resource for Activity</a></p> <p><b>Holocaust Survivor Testimony Activity:</b> <a href="#">Testimony Resource</a></p> <p><b>Wartime Economy and Minority Workforce during WWII:</b> Students will analyze women and minority groups gaining workplace equality during WWII. <a href="#">African Americans during WWII</a> <a href="#">Women during and after WWII</a></p>	
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<p><b>WALT</b> Evaluate the Shift in economic resources from the production of domestic goods to military goods during WWII.</p> <p><b>WALT</b> Evaluate the Opportunity costs and trade-offs during WWII.</p> <p><b>WALT</b> Analyze the Impact of the post-war shift to domestic production.</p> <p><b>WALT</b> Analyze the Impact of Scientific advancements (agricultural technology) on global economies.</p>			<p><b>Primary Source Analysis:</b> Functions of the United Nations <a href="#">United Nations Resource</a></p>	
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**Benchmark Assessment 1**

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. <b>Primary Source Analysis Essay:</b></p> <ul style="list-style-type: none"> <li>○ Provide students with a set of primary sources on World War II and ask them to write an essay that analyzes and interprets these sources, addressing specific questions or prompts.</li> </ul>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p>

	At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP
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## 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
1. <b>Unit Exam:</b> <ul style="list-style-type: none"> <li>o Administer a comprehensive exam that covers the major events, figures, and concepts of World War II.</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

Interdisciplinary Connections
<p><b>Reading Standards for Informational Text (RI):</b></p> <ol style="list-style-type: none"> <li>1. <b>RI.6-8.1:</b> Cite textual evidence to support analysis of what the text says explicitly and to make inferences.</li> <li>2. <b>RI.6-8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary.</li> <li>3. <b>RI.6-8.3:</b> Analyze the interactions between individuals, events, and ideas in a text.</li> <li>4. <b>RI.6-8.4:</b> Determine the meaning of words and phrases as they are used in a text.</li> </ol>

## **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



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

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**Grade level: 11th Grade**

**Timeframe: 3-4 weeks**

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### Core Ideas

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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](#)

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### Guiding Questions

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- 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?
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- 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?

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## Performance Expectations

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### Standards (Taught and Assessed)

- 6.1.12.EconNE.12.a - National Economy
- 6.1.12.EconEm.12.a - Exchanges and Markets
- 6.1.12.HistoryCC.12.a - Continuity and Change
- 6.1.12.HistoryCC.12.d - Continuity and Change
- 6.1.12.HistorySE.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.
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## Instructional Plan

### Pre-Assessment and Reflection

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><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.</p>	<p>1. <b>KWL Chart:</b></p> <ul style="list-style-type: none"> <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	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>WALT</b> Analyze Ideological differences during the Cold War.</p> <p><b>WALT</b> Analyze U.S. involvement to contain communism.</p>	<p>1. <b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>2. <b>Effective Note-Taking:</b></p>	<p>1. <b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>2. <b>Think-Pair-Share:</b> Ask students to think</p>	<p>1. <a href="#">Instructional Strategies and Activities</a></p> <p>2. <a href="#">District Textbook</a></p> <p>3. <a href="#">Primary and Secondary Source Analysis Strategies</a></p>	<p>12. <b>Extended Time:</b></p> <ul style="list-style-type: none"> <li>○ Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> <li>○ <b>Digital Tools:</b></li> </ul>

<p><b>WALT</b> Analyze U.S. involvement in the Korean War, Vietnam War, and Cuban Missile Crisis.</p>	<p>Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p>	<p>about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p>	<p>4. <a href="#">Online Textbook - Peer Edited by College Professors</a></p>	<p>○ Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p>
<p><b>WALT</b> Evaluate the effectiveness of the UN's human rights policies.</p>	<p>3. <b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p>	<p>3. <b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p>	<p>5. <a href="#">ReadWorks</a></p>	<p>○ <b>Sensory Supports:</b></p>
<p><b>WALT</b> Analyze Efforts to eliminate communism.</p>	<p>4. <b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p>4. <b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p>6. <a href="#">ActivelyLearn</a></p>	<p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p>
<p><b>WALT</b> Analyze the Impact of American governmental policies on independence in Africa, Asia, the Middle East and Latin America.</p>	<p>5. <b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>5. <b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p>	<p>7. <a href="#">NewsELA</a></p>	<p><b>Assistive Technology:</b></p>
<p><b>WALT</b> Explain the Development and proliferation of nuclear weapons.</p>			<p>8. <a href="#">Digital Museums</a></p>	<p>○ Modification: Allow students to use assistive technology devices or software that can read text aloud or</p>
<p><b>WALT</b> Explain the effects of nuclear weapon development on international relations.</p>		<p>6. <b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical</p>	<p>9. <a href="#">Digital History Database</a></p> <p>10. <a href="#">Africans in America</a></p> <p>11. <a href="#">U.S. History Lessons   Stanford History Education Group</a></p> <p style="text-align: center;"><b>Unit Specific</b></p> <p><b>Cold War Summit Simulation Activity:</b> Students are divided into groups and represent various global powers during a summit. <a href="#">Cold War Resources</a></p>	

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

### Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. <b>Primary Source Analysis Essay:</b></p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

### Benchmark Assessment 2

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

### Summative Assessments (add rows as needed)

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

- 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



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

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**Grade level: 11th Grade**

**Timeframe: 3-4 weeks**

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### Core Ideas

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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](#)

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### Essential Questions

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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 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?

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## Performance Expectations

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### 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.HistoryUP.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

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><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.</p>	<p>1. <b>KWL Chart:</b></p> <ul style="list-style-type: none"> <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	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>WALT</b> Analyze the effectiveness of policies, in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board</p>	<ol style="list-style-type: none"> <li>1. <b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</li> <li>2. <b>Effective Note-Taking:</b> Develop a note-taking system</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</li> <li>2. <b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson,</li> </ol>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p>	<ol style="list-style-type: none"> <li>1. <b>Extended Time:</b> <ul style="list-style-type: none"> <li>○ Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</li> </ul> </li> <li>○ <b>Digital Tools:</b> <ul style="list-style-type: none"> <li>○ Modification: Utilize digital tools,</li> </ul> </li> </ol>

<p>of Education, and Roe v. Wade).</p>	<p>that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p>3. <b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>4. <b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>5. <b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>discuss it with a partner, and then share their thoughts with the class.</p> <p>3. <b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>4. <b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>5. <b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>6. <b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in</p>	<p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p> <p><b><u>Unit Specific</u></b></p> <p><b><u>Civil Rights Movement in Today's Context:</u></b> 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</p>	<p>such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p>○ <b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p> <p>○ Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other</p>
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		dialogue to deepen understanding.	what work still remains.  <a href="#">Activity Link</a>	necessary accommodations.
<p><b>WALT</b> 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).</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p>	<p><b><u>Economic Impact of the Civil Rights Movement</u></b> Discuss the economic impact of the Civil Rights Movement. Explore how desegregation and civil rights legislation affected the economy.</p> <p><a href="#">Activity Link</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p>
<p><b>WALT</b> Craft an argument as to the effectiveness of New Jersey's laws in eliminating segregation and discrimination.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Peer Review:</b> Have students review and</p>	<p><b><u>Digital Storytelling:</u></b> Have students create digital storytelling projects using platforms like StoryMapJS to narrate the Civil Rights Movement in New Jersey through maps</p>	<p><b>Assistive Technology:</b> Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other</p>

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

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

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



	<p>of historical events and perspectives.</p>	<p>class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>		<p>mapping software or multimedia resources, to engage students with diverse learning preferences.</p>
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<p><b>WALT</b> Make evidence-based inferences to describe how this movement impacted cities.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p>
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		<p>projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>		
<p><b>WALT</b> 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).</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz</p>	<p>Host a classroom debate on the effectiveness of the War on Poverty, with students taking on different roles and perspectives, such as policymakers, advocates, and critics.</p> <p><a href="#">Activity Link</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p>

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<p><b>WALT</b> Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept</p>

	<p>of historical events and perspectives.</p>	<p>class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding</p>	<p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p>	<p>mapping software or multimedia resources, to engage students with diverse learning preferences.</p>
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<p><b>WALT</b> Relate American economic expansion after World War II to increased consumer demand</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p>
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		<p>projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding</p>		
<p><b>WALT</b> Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration in the United States after 1965.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p>

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<p><b>WALT</b> Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept</p>



	<p>of historical events and perspectives.</p>	<p>class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding</p>	<p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p>	<p>mapping software or multimedia resources, to engage students with diverse learning preferences.</p>
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<p><b>WALT</b> Construct an argument on the effectiveness of environmental movements, their influence on public attitudes.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or</p>	<p>Encourage students to create art projects inspired by nature and environmental themes, such as eco-friendly sculptures or paintings.</p> <p><a href="#">Activity Link</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p>
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		<p>projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding</p>		
<p><b>WALT</b> Construct an argument on the government's environmental protection agencies and laws.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p>

		<p>platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding</p>	<p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p>	
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### Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. <b>Primary Source Analysis Essay:</b></p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p>

	IEP/504: Modifications/ Accommodations as stated in IEP
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## Benchmark Assessment 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
<p>1. <b>Unit Exam:</b></p> <ul style="list-style-type: none"> <li>Administer a comprehensive exam that covers the major events, figures, and concepts of the Civil Rights Movement.</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

Interdisciplinary Connections
<p><b>Reading Standards for Informational Text (RI):</b></p> <p>1. <b>RI.6-8.1:</b> Cite textual evidence to support analysis of what the text says explicitly and to make inferences.</p>

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

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

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

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**Core Ideas**

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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](#)

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**Essential Questions**

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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?
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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?

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## Performance Expectations

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### Standards (Taught and Assessed)

- 6.1.12.CivicsPI.14.a -d - Civics and Political Institutions
  - 6.1.12.CivicsCM.14.b - Civic 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.HistoryCC.14.a - Continuity and Change
  - 6.1.12.HistorySE.14.a-c - Historical Sourcing and Evidence
  - 6.1.12.HistoryCC.14.b - Continuity and Change
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6.1.12.HistoryCC.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
<p><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.</p>	<p>1. <b>KWL Chart:</b></p> <ul style="list-style-type: none"> <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	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>WALT</b> Use case studies to evaluate the effectiveness of the checks and balances</p>	<p>1. <b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes,</p>	<p>1. <b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index</p>	<p><a href="#">Instructional Strategies and Activities</a>  <a href="#">District Textbook</a></p>	<p><b>Extended Time:</b>  Modification: Offer extended time for completing</p>

<p>system in preventing one branch of national government from usurping too much power during contemporary times.</p>	<p>highlighting key points, and asking questions.</p> <ol style="list-style-type: none"> <li><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</li> <li><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</li> <li><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</li> <li><b>Discussion Participation:</b> Actively participate in classroom</li> </ol>	<p>card as they leave the classroom.</p> <ol style="list-style-type: none"> <li><b>Think-Pair-Share:</b> 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><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</li> <li><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</li> <li><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to</li> </ol>	<p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p> <p style="text-align: center;"><b>Unit Specific</b></p> <p><b>Separation of Powers Scenarios:</b> Provide real-world scenarios and ask students to identify which branch of government should address each issue,</p>	<p>pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b></p> <p>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p><b>Sensory Supports:</b></p> <p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p> <p>Modification: Allow students to use assistive technology</p>
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	discussions, sharing your opinions and asking questions to deepen your understanding.	U.S. history topics. 6. <b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen	explaining their reasoning. <a href="#">Activity Link</a>	devices or software that can read text aloud or provide other necessary accommodations.
<b>WALT</b> Explore the contributions of women to the American economy, politics, and society.	<b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  <b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.  <b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding	<b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  <b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  <b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.	<b>Identity Mapping</b> Students will create identity maps that explore their own backgrounds, experiences, and the cultures they identify with. Discuss how diversity enriches communities.  <a href="#">Activity Link</a>	<b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time  <b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.  <b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory

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

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

<p><b>WALT</b> Explore the contributions of individuals with disabilities to the</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave</p>	<p><b>Accessible Technology Exploration:</b> Introduce students to accessible technology and assistive devices</p>	<p><b>Extended Time:</b></p> <p>Modification: Offer extended time for</p>
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<p>American economy, politics, and society.</p>	<p>key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen</p>	<p>used by disabled individuals. Discuss the role of technology in improving accessibility.  <a href="#">Activity Link</a></p>	<p>completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b></p> <p>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p><b>Sensory Supports:</b></p> <p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p>
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				Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
<p><b>WALT</b> Analyze the social, economic, and political contributions of marginalized and underrepresented groups.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p>	<p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p>	<p><b>Extended Time:</b></p> <p>Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b></p> <p>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p>

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



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

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

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

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

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

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

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

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

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

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

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

	participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.	history topics. <b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		with diverse learning preferences. <b>Sensory Supports:</b>  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  <b>Assistive Technology:</b>  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
<b>WALT</b> Use a variety of evidence, including quantitative data, to evaluate the impact community groups have on increasing the youth vote.	<b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions	<b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.	Youth Voting Data Analysis: Have students analyze data related to youth voting patterns in the United States  <a href="#">Activity Link</a>	<b>Extended Time:</b>  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require

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

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

		<p>history topics.</p> <p><b>Socratic Seminars:</b>  Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen</p>		<p>with diverse learning preferences.</p> <p><b>Sensory Supports:</b></p> <p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p> <p>Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
<p><b>WALT</b>  Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding the role of government in the economy.</p>	<p><b>Active Reading:</b>  Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p>	<p><a href="#">District Textbook</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p> <p><a href="#">Digital History Database</a></p>	<p><b>Extended Time:</b></p> <p>Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require</p>

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

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

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

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

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

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

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

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

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

	<p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding</p>	<p>question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen</p>		<p>additional processing time.</p> <p><b>Digital Tools:</b></p> <p>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p><b>Sensory Supports:</b></p> <p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p> <p>Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other</p>
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				necessary accommodations.
<p><b>WALT</b> Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which national, state, and local officials are elected.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions</p> <p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen</p>	<p><a href="#">District Textbook</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p> <p><a href="#">Digital History Database</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p><b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged</p>

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

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

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

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

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

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

				during pre-assessments.  <b>Assistive Technology:</b>  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
<b>WALT</b> Analyze Campaign speeches and debates; determine the extent to which presidential rhetoric was inclusive or biased	<b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  <b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.  <b>Discussion Participation:</b> Actively participate in classroom	<b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  <b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  <b>Peer Review:</b> Have students review and	<a href="#">District Textbook</a>  <a href="#">U.S. History Lessons   Stanford History Education Group</a>  <a href="#">Digital History Database</a>	<b>Extended Time:</b>  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  <b>Digital Tools:</b>  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.  <b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen		with diverse learning preferences.  <b>Sensory Supports:</b>  Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.  <b>Assistive Technology:</b>  Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
<b>WALT</b> Assess the effectiveness of actions taken to address causes of continuing racial tensions and violence.	<b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.	<b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  <b>Think-Pair-Share:</b> Ask students to think about a	<a href="#">District Textbook</a>  <a href="#">U.S. History Lessons   Stanford History Education Group</a>  <a href="#">Digital History Database</a>	<b>Extended Time:</b>  Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require

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

				<p>during pre-assessments.</p> <p><b>Assistive Technology:</b></p> <p>Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.</p>
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### Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. <b>Primary Source Analysis Essay:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>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</p>

### 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 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
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### Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. <b>Unit Exam:</b></p> <ul style="list-style-type: none"> <li>o Administer a comprehensive exam that covers Contemporary Policy covering domestic issues from 1970 to the present day.</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

Interdisciplinary Connections
<p><b>Reading Standards for Informational Text (RI):</b></p> <ol style="list-style-type: none"> <li>1. <b>RI.6-8.1:</b> Cite textual evidence to support analysis of what the text says explicitly and to make inferences.</li> <li>2. <b>RI.6-8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary.</li> <li>3. <b>RI.6-8.3:</b> Analyze the interactions between individuals, events, and ideas in a text.</li> <li>4. <b>RI.6-8.4:</b> Determine the meaning of words and phrases as they are used in a text.</li> </ol> <p><b>Writing Standards (W):</b></p> <ol style="list-style-type: none"> <li>10. <b>W.6-8.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</li> <li>11. <b>W.6-8.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.</li> <li>12. <b>W.6-8.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> </ol>

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



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

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

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**Core Ideas**

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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](#)

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**Essential Questions**

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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?
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## 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
<p><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.</p>	<p>1. <b>KWL Chart:</b></p> <ul style="list-style-type: none"><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

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

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

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

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

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



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

<p>(i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals).</p>	<p>key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they</p>	<p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p>	<p>activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p><b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b> Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other</p>
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		explore historical topics, ask questions, and engage in dialogue to deepen understanding.		necessary accommodation
<p><b>WALT</b> Evaluate the role of diplomacy in developing peaceful relations with other nations.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p><b>Model United Nations (MUN) Simulation:</b> 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.</p> <p><a href="#">Activity Link</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p><b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged</p>

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

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

	<p>you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding</p>	<p><a href="#">Activity Link</a></p>	<p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p><b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b> Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation</p>
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<p><b>WALT</b> Evaluate the role of diplomacy in international conflicts and policies relating to refugees.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S.</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p><b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p>
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	your opinions and asking questions to deepen your understanding.	history topics. <b>Socratic Seminars:</b> 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
<b>WALT</b> Evaluate the role of diplomacy in international conflicts and policies relating to asylum seekers.	<b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.  <b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.  <b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.  <b>Use of Primary Sources:</b> Familiarize yourself with primary source documents,	<b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.  <b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.  <b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.  <b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create	<a href="#">Instructional Strategies and Activities</a>  <a href="#">District Textbook</a>  <a href="#">Primary and Secondary Source Analysis Strategies</a>  <a href="#">Online Textbook - Peer Edited by College Professors</a>  <a href="#">ReadWorks</a>  <a href="#">ActivelyLearn</a>  <a href="#">NewsELA</a>  <a href="#">Digital Museums</a>  <a href="#">Digital History Database</a>  <a href="#">Africans in America</a>	<b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.  <b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.  <b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory breaks, for students



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

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

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

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

	<p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>	<p><a href="#">Africans in America</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p>	<p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p> <p>Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation</p>
<p><b>WALT</b> Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b></p>

	<p>notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>	<p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p>	<p>Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p><b>Sensory Supports:</b></p> <p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p> <p>Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation</p>
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<p><b>WALT</b> Assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S.</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p> <p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p><b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p>
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	<p>your opinions and asking questions to deepen your understanding.</p>	<p>history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>		<p>Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation</p>
<p><b>WALT</b> Assess economic priorities related to international and domestic needs.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents,</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create</p>	<p><a href="#">Instructional Strategies and Activities</a></p> <p><a href="#">District Textbook</a></p> <p><a href="#">Primary and Secondary Source Analysis Strategies</a></p> <p><a href="#">Online Textbook - Peer Edited by College Professors</a></p> <p><a href="#">ReadWorks</a></p> <p><a href="#">ActivelyLearn</a></p> <p><a href="#">NewsELA</a></p> <p><a href="#">Digital Museums</a></p> <p><a href="#">Digital History Database</a></p> <p><a href="#">Africans in America</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences.</p> <p><b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory breaks, for students</p>

	<p>letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>	<p><a href="#">U.S. History Lessons   Stanford History Education Group</a></p>	<p>with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b></p> <p>Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation</p>
<p><b>WALT</b> Assess economic priorities as reflected in the national budget.</p>	<p><b>Active Reading:</b> Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p><b>Effective Note-Taking:</b> Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p>	<p><b>Exit Tickets:</b> Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p><b>Think-Pair-Share:</b> Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p><b>Concept Mapping:</b> Have students create</p>	<p><b>Budget Breakdown Analysis:</b> Provide students with an overview of the U.S. federal budget and its major categories. Have them analyze and discuss how funds are allocated using resources from the National Priorities Project <a href="#">Activity Link</a></p>	<p><b>Extended Time:</b> Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.</p> <p><b>Digital Tools:</b> Modification: Utilize digital tools, such as online concept mapping software or multimedia resources,</p>

	<p><b>Time Management:</b> Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p><b>Use of Primary Sources:</b> Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p><b>Discussion Participation:</b> Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p><b>Kahoot or Quizlet Live:</b> Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p><b>Peer Review:</b> Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p><b>Socratic Seminars:</b> Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>		<p>to engage students with diverse learning preferences.</p> <p><b>Sensory Supports:</b> Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory sensitivities to help them stay engaged during pre-assessments.</p> <p><b>Assistive Technology:</b> Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodation</p>
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### Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. <b>Primary Source Analysis Essay:</b></p> <ul style="list-style-type: none"> <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>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

### Benchmark Assessment 2

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

### Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. <b>Unit Exam:</b></p> <ul style="list-style-type: none"> <li>○ Administer a comprehensive exam that covers Contemporary Policy covering international issues from 1970 to the present day.</li> </ul>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p>

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

