FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SPECIAL EDUCATION DEPARTMENT

UNITED STATES HISTORY 2 LD

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 30, 2010

SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING
APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS
APPENDIX B: ASSESSMENT EVIDENCE
APPENDIX C: INTERDISCIPLINARY CONNECTIONS
FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

The philosophy of the United States History II-LD curriculum is to provide each student with fundamental knowledge and skills necessary to understand the historical impact of individuals and events on the contemporary world. Students are given the tools and support that enables them to reach their potential in a positive learning environment.

Course Description

The United States History II-LD course focuses on students acquiring knowledge of major themes in world history, so that they may understand how world cultures and civilizations have interacted and impacted one another, beginning with the Renaissance and continuing through contemporary events. Students will have an understanding of how technologies contributed to cultural sharing and separation and come away with an understanding of the cultural characteristics that make different regions distinctive. Reinforcement of essential skills, including map interpretation, critical thinking, problem solving, communication and collaboration will be emphasized.

The United States History II-LD curriculum follows the New Jersey Core Curriculum Content Standards, with allowances being made for differentiated instruction. The units and topics covered in the Language and/or Learning Disabilities Program United States History II curriculum are as follows:

- Unit #1: Westward Expansion
- Unit #2: Immigrants and Cities
- Unit #3: The Growth of Industry
- Unit #4: Reforming Society
- Unit #5: Becoming a World Leader
- Unit #6: World War I
- Unit #7: The Roaring Twenties
- Unit #8: The Great Depression
- Unit #9: World War II
- Unit #10: A Changing World
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<tr>
<td>6.1.12.A.3.a</td>
<td>As America expanded,</td>
<td>Why would people leave their homes and families and move to the Frontier?</td>
<td>Pretest</td>
</tr>
<tr>
<td></td>
<td>people moved West.</td>
<td>How did the development of railroads help the United States grow?</td>
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<td>6.1.12.A.3.b</td>
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<td>6.1.12.A.3.g</td>
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<td>6.1.12.A.3.f</td>
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<td>6.1.12.A.3.e</td>
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<tr>
<td>6.1.12.A.5.a</td>
<td>Immigrants came to the</td>
<td>Why did people from Europe leave their countries and immigrate to the United States?</td>
<td>Pretest</td>
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<td>United States for</td>
<td>Why the United States was called the “land of opportunity?”</td>
<td>Student Survey</td>
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<td>many reasons.</td>
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<td>Oral Questions/ Discussion</td>
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<td>6.1.12.C.5.b</td>
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<td>6.1.12.C.5.a</td>
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<tr>
<td>6.1.12.A.5.a</td>
<td>Immigrants faced</td>
<td>How were immigrants treated when they arrived to the United States?</td>
<td>Pretest</td>
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<td></td>
<td>difficulties in the</td>
<td>How are discrimination and racism related to one another?</td>
<td>Student Survey</td>
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<td>US.</td>
<td>Since most immigrants moved into cities, what were their lives like?</td>
<td>Oral Questions/ Discussion</td>
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<td>What kinds of jobs were available to immigrants?</td>
<td>Anticipatory Set Questions</td>
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<td>KWL</td>
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<td>6.1.12.A.5.c</td>
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<td>6.1.12.C.5.a</td>
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</tbody>
</table>

Assessments:
- Diagnostic (before):
  - Pretest
  - Student Survey
  - Oral Questions/ Discussion
  - Anticipatory Set Questions
  - KWL
- Formative (during):
  - Journals
  - Quizzes
  - Chapter Test
  - Written Assignments
  - Oral Presentations
  - Observations
  - Role Play
  - Research
  - Current Events
  - Exit Ticket
- Summative (after):
  - Portfolios
  - Projects
  - Mid Terms
  - Final Exam
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<td>What were conditions like in a factory?</td>
<td>Student Survey</td>
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<td>How did the development of mass production in factories change American society?</td>
<td>Oral Questions / Discussion</td>
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<td>What does it mean to be progressive?</td>
<td>Student Survey</td>
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<td>Why is it necessary for society to change over time?</td>
<td>Oral Questions / Discussion</td>
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<td>What was the traditional role of women during this time period?</td>
<td>Written Assignments</td>
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<td>How did the role of women change in American society?</td>
<td>Oral Presentations</td>
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<td>What does it mean to be a world power?</td>
<td>Student Survey</td>
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<td>Why did the United States want to expand trade with other nations?</td>
<td>Oral Questions / Discussion</td>
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<td>Written Assignments</td>
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<td>Oral Presentations</td>
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<td>Role Play</td>
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<td>Current Events</td>
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<td>Exit Ticket</td>
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<td>How did advancements in technology change warfare?</td>
<td>Student Survey</td>
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<td>Why would the United States want to stay out of World War I?</td>
<td>Oral Questions / Discussion</td>
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<td>What events led the United States to enter World War I?</td>
<td>Written Assignments</td>
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<td>What was life like at home during World War I?</td>
<td>Oral Presentations</td>
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<td>How did Europe change after World War I?</td>
<td>Observations</td>
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<td>Role Play</td>
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<td>Current Events</td>
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<td>Exit Ticket</td>
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</table>

For the variable "Assessments":
- **Diagnostic (before)**: Pretest, Student Survey, Oral Questions / Discussion, Anticipatory Set Questions, KWL
- **Formative (during)**: Journals, Quizzes, Chapter Test, Written Assignments, Oral Presentations, Observations, Role Play, Research, Current Events, Exit Ticket
- **Summative (after)**: Portfolios, Projects, Mid Terms, Final Exam
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<tr>
<td>6.1.12.A.8.a</td>
<td>American society changed during the 1920's.</td>
<td>What does it mean to be in a period of economic prosperity?</td>
<td>Pretest</td>
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<tr>
<td>6.1.12.A.8.b</td>
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<td>How did the invention of the automobile change American society?</td>
<td>Student Survey</td>
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<tr>
<td>6.1.12.B.8.a</td>
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<td>What were popular entertainments in the 1920's?</td>
<td>Anticipatory Set Questions</td>
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<tr>
<td>6.1.12.C.8.a</td>
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<td>What was the Harlem Renaissance?</td>
<td>KWL</td>
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<td>6.1.12.D.8.a</td>
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<td>6.1.12.D.8.b</td>
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<tr>
<td>6.1.12.A.9.a</td>
<td>The Great Depression was a time of trouble in American history.</td>
<td>What were the causes of the Great Depression?</td>
<td>Pretest</td>
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<tr>
<td>6.1.12.C.9.b</td>
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<td>How did the Great Depression affect every day life?</td>
<td>Student Survey</td>
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<tr>
<td>6.1.12.D.9.a</td>
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<td>How did the New Deal try to restart the economy?</td>
<td>Anticipatory Set Questions</td>
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<td>6.1.12.B.10.a</td>
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<td>6.1.12.D.10.c</td>
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<tr>
<td>6.1.12.D.11.a</td>
<td>Many events led to World War II.</td>
<td>How does a dictator rule?</td>
<td>Pretest</td>
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<tr>
<td>6.1.12.D.11.b</td>
<td></td>
<td>What is a good reason to go to war?</td>
<td>Student Survey</td>
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<tr>
<td>6.1.12.A.11.c</td>
<td></td>
<td>What events caused the United States to enter World War II?</td>
<td>Oral Questions/ Discussion</td>
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<tr>
<td>6.1.12.A.11.d</td>
<td></td>
<td>What does it mean to fight a war “on the home front”?</td>
<td>Anticipatory Set Questions</td>
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<tr>
<td>6.1.12.A.11.e</td>
<td></td>
<td>How did the Allied victory in World War II change the map of Europe?</td>
<td>KWL</td>
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<td>6.1.12.B.11.a</td>
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<tr>
<td>6.1.12.C.11.c</td>
<td>Events after World War II changed the way countries interact.</td>
<td>What is communism?</td>
<td>Diagnostic</td>
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<td></td>
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<td>What was the Cold War?</td>
<td>(before)</td>
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<td>What is the purpose of the United Nations?</td>
<td>Formative</td>
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<td>What changes have occurred in American society since World War II?</td>
<td>(during)</td>
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<td>Summative</td>
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- Pretest
- Student Survey
- Oral Questions/Discussion
- Anticipatory Set Questions
- KWL

- Journals
- Quizzes
- Chapter Test
- Written Assignments
- Oral Presentations
- Observations
- Role Play
- Research
- Current Events
- Exit Ticket

- Portfolios
- Projects
- Mid Terms
- Final Exam
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Understandings and Goals</th>
<th>Recommended Duration</th>
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</thead>
</table>
| Unit #1: Westward Expansion | As America expanded, people moved west.  
1. Students will be able to explain how Manifest Destiny and economic opportunity shaped the West.  
2. Students will be able to explain the role that railroads played in Westward Expansion and the development of Western cities and towns.  
3. Students will be able to describe the treatment of the Native Americans by the American government.                                                                                                                                         | 3 Weeks              |
| Unit #2: Immigrants and Cities | Immigrants came to the United States for many reasons. Immigrants faced difficulties in the US.  
1. Students will be able to identify the reasons for immigration, the challenges immigrants faced, and the opportunities that existed in America.  
2. Students will be able to explain the living conditions that existed in the cities and the working conditions in the factories.                                                                                                                                       | 3 Weeks              |
| Unit #3: The Growth of Industry | The growth of industry affected American society.  
1. Students will be able to identify inventors and the significance of their inventions.  
2. Students will be able to explain how and why some factory owners put profit above safety.  
3. Students will be able to explain how the development of assembly line production increased production.                                                                                                                   | 3 Weeks              |
| Unit #4: Reforming Society  | Reform movements tried to improve American society.  
1. Students will be able to define reform and explain why reform movements develop in American society.  
2. Students will be able to describe the goals of the Progressives and how they influenced American government policies.  
3. Students will be able to explain how the role of women in society changed over time.                                                                                                                                  | 3 Weeks              |
| Unit #5: Becoming a World Leader | The United States became involved in foreign affairs.  
1. Students will be able to explain why the United States became involved in foreign affairs.  
2. Students will be able to describe what it means to be a world power.                                                                                                                                  | 3 Weeks              |
| Unit #6: World War I        | World War I was a conflict that changed the world.  
1. Students will be able to identify the causes and results of World War I.  
2. Students will be able to explain why the United States became involved in World War I.  
3. Students will be able to describe how families contributed to the war effort on the home front.                                                                                                         | 4 Weeks              |
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</table>
| Unit #7: The Roaring Twenties | American culture changed during the 1920’s.  
1. Students will be able to discuss the changes in the American economy during the 1920’s.  
2. Students will be able to describe how women’s roles changed during the 1920’s.  
3. Students will be able to examine changes in culture, such as in arts and leisure, during this era.                                                                 | 4 Weeks              |
| Unit #8: The Great Depression | The Great Depression was a time of trouble in American history.  
1. Students will be able to explain the causes and effects of the Great Depression.  
2. Students will be able to describe how the programs created by the New Deal helped the American people.  
3. Students will be able to describe the New Deal programs that still exist today.                                                                                       | 4 Weeks              |
| Unit #9: World War II     | Many events led to World War II.  
1. Students will be able to describe different governmental structures such as democracy, dictatorship, and socialism.  
2. Students will be able to describe the causes and effects of World War II.  
3. Students will be able to explain how war can become a unifying force for a nation.                                                                                         | 4 Weeks              |
| Unit #10: A Changing World | Events after World War II changed the way countries interact.  
1. Students will be able to explain how the conflict between American democratic ideals and Communism led to the Cold War.  
2. Students will be able to understand how the United Nations was created to promote international peace and security.  
3. Students will be able to compare and contrast life during the Cold War with life today.                                                                     | 3 Weeks              |
Freehold Regional High School District
United States History II-LD
Unit #1: Westward Expansion

Enduring Understanding: As America expanded, people moved west.

Essential Questions: Why would people leave their homes and families and move to the Frontier? How did the development of railroads help the United States grow? How were Native Americans treated by the settlers? What kinds of job opportunities were found out West?

Unit Goals: Students will be able to explain how Manifest Destiny and economic opportunity shaped the West. Students will be able to explain the role that railroads played in Westward Expansion and the development of Western cities and towns. Students will be able to describe the treatment of the Native Americans by the American government.

Duration of Unit: 3 weeks


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<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| Why would people see moving West as a great opportunity? | Key Terms/Concepts  
  • Manifest destiny  
  • gold rush  
  • mining  
  • ranching  
  • forty-niner  
   Skills  
  • Map Interpretation  
  • Reading Comprehension  
  • Critical Thinking  
  • Computer Skills  
  • Communication Skills  
  • Student Writing | Current textbook and resource binders  
   Internet  
   Videos and DVD’s  
   Maps, Atlases, and Globes | Brainstorm reasons that people would leave the cities of the East and move to the Western Frontier.  
   Chart the travels of a settler moving west on the map.  
   Journal entry of a traveler’s journey and their experiences in a mining town. | Written tests and quizzes  
   Worksheets  
   Project Assessments  
   Notebook Assessments  
   Responses to discussion questions  
   Multimedia Presentations  
   In-class demonstration of concepts |
| How did railroads help the United States grow? | Key Terms/Concepts  
  • transcontinental  
  • homesteader  
   Skills  
  • Map Interpretation  
  • Reading Comprehension  
  • Critical Thinking  
  • Computer Skills  
  • Communication Skills  
  • Student Writing | Current textbook and resource binders  
   Internet  
   Videos and DVD’s  
   Maps, Atlases, and Globes | Explain how the development of railroads made travel easier.  
   Define the term transcontinental.  
   Identify the purpose of the Homestead Act.  
   Locate the areas of the transcontinental railroad on the map. | Evaluation of research skills  
   Evaluation of Cooperative Learning Group Participation |
<table>
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</table>
| What was life like living on the Western frontier? | Key Terms/Concepts  
- cowhand  
- boom town  
- the Grange  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps, Atlases, and Globes | Describe the harsh living conditions found on the frontier.  
Explain how the geography of the West impacted the lives of the settlers.  
Compare and contrast cattle ranches and mining towns.  
Create a letter describing life on the frontier. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations |
| What promises made to the Native Americans were broken? | Key Terms/Concepts  
- reservation  
- tradition  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Research and describe the living conditions on reservations and describe how they contributed to the eradication of Native American culture.  
Brainstorm with students how they would feel if they were forced to move out of their homes to a smaller area.  
List the conditions of the Dawes Act and explain why it failed. | In-class demonstration of concepts  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |

**Suggestions on how to differentiate in this unit:**

- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
Freehold Regional High School District  
United States History II-LD  
Unit #2: Immigrants and Cities

**Enduring Understandings:** Immigrants came to the United States for many reasons. Immigrants faced difficulties in the US.

**Essential Questions:** Why did people from Europe leave their countries and immigrate to the United States? Why was the United States called the “land of opportunity?” How were immigrants treated when they arrived to the United States? How are discrimination and racism related to one another? Since most immigrants moved into cities, what were their lives like? What kinds of jobs were available to immigrants?

**Unit Goals:** Students will be able to identify the reasons for immigration, the challenges immigrants faced, and the opportunities that existed in America. Students will be able to explain the living conditions that existed in the cities and the working conditions in the factories.

**Duration of Unit:** 3 weeks


<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| **Why would immigrants want to come to America?** | Key Terms/Concepts  
- immigration  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Research and describe the advertising that was used to bring immigrants to the United States  
Brainstorm “land of opportunity”.  
Compare and contrast the reasons why immigrants left Europe to start a new life in America.  
Locate various countries on the map in which immigrants came from. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| **Where did immigrants settle in America?** | Key Terms/Concepts  
- tenements  
- ghetto  
- slums  
- exclusion  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Explain the importance of Ellis Island.  
Research the journey of an immigrant from the country of your choice.  
Discuss reasons most immigrants settled in cities.  
Identify conditions faced by immigrants in cities. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
Evaluation of Cooperative Learning Group Participation |
| **How were immigrants treated when they came to America?** | Key Terms/Concepts  
- racism  
- discrimination  
- nativism  
- prejudice  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Define and discuss key terms.  
Identify how it might feel to be discriminated against.  
List some fears Americans had toward the immigrants.  
Research and describe living and working conditions for immigrants. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations |
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<th>Assessment Strategies</th>
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</thead>
</table>
| How are immigrants treated today? | Key Terms/Concepts
  - racism
  - discrimination
  - nativism
  - prejudice
| Skills
  - Reading Comprehension
  - Critical Thinking
  - Computer Skills
  - Communication Skills
  - Student Writing | Current textbook and resource binders
  Internet
  Videos and DVD's
  Maps | List ways immigrants were treated when they settled in the United States.
  Discuss present day prejudices.
  Research present day prejudices.
  Compare and contrast the way immigrants are treated today with the way they were treated in the 1800's. | In-class demonstration of concepts
  Evaluation of research skills
  Evaluation of Cooperative Learning Group Participation |

**Suggestions on how to differentiate in this unit:**
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
Enduring Understanding: The growth of industry affected American society.

Essential Questions: How did new inventions change the lives of Americans? What were conditions like in a factory? How did the development of mass production in factories change America.

Unit Goals: Students will be able to identify inventors and the significance of their inventions.
Students will be able to explain how and why some factory owners put profit above safety.
Students will be able to explain how the development of assembly line production increased production.

Duration of Unit: 3 weeks


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</tr>
</thead>
<tbody>
<tr>
<td>How did the steel and oil industries become so powerful?</td>
<td>Key Terms/Concepts • pollution • corporation • monopoly Skills • Reading Comprehension • Critical Thinking • Computer Skills • Communication Skills • Student Writing</td>
<td>Current textbook and resource binders Internet Videos and DVD's Maps</td>
<td>Identify Andrew Carnegie and John D. Rockefeller Research the significance of the Brooklyn Bridge List the positives and negatives of both the oil and steel industries Discuss laws passed to control big business Research and describe how factories are regulated today</td>
<td>Written tests and quizzes Worksheets Project Assessments Notebook Assessments Responses to discussion questions Multimedia Presentations In-class demonstration of concepts Evaluation of research skills Evaluation of Cooperative Learning Group Participation</td>
</tr>
</tbody>
</table>

<p>| What were some new inventions of the era? | Key Terms/Concepts • Patent • Pollution • Corporation • Monopoly Skills • Reading Comprehension • Critical Thinking • Computer Skills • Communication Skills • Student Writing | Current textbook and resource binders Internet Videos and DVD's Maps | Research American inventors and the significance of the inventions Discuss how inventions changed the world at the time Compare and contrast past and present inventions | Multimedia Presentations In-class demonstration of concepts Evaluation of research skills Evaluation of Cooperative Learning Group Participation |</p>
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</thead>
</table>
| What made working conditions dangerous in factories? | Key Terms/Concepts  
• Labor unions  
• Strike  
Skills  
• Map Interpretation  
• Reading Comprehension  
• Critical Thinking  
• Computer Skills  
• Communication Skills  
• Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Identify ways that powerful business leaders controlled the lives of workers.  
Describe how the rise of industries affected workers.  
Research various labor unions created at during this era.  
Write a short speech about how workers are being treated and the changes you would like to see made.  
Research present and past child labor laws. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts |

| How did government try to regulate business? | Key Terms/Concepts  
• Monopoly  
• Corporation  
• Company town  
Skills  
• Reading Comprehension  
• Critical Thinking  
• Computer Skills  
• Communication Skills  
• Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | List some of the laws Congress passed to control big business.  
Explain why farmers wanted government to control big business.  
Compare and contrast how big business helps or hurts industry. | Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |

**Suggestions on how to differentiate in this unit:**
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
Enduring Understandings: Reform movements tried to improve American society.

Essential Questions: What does reform mean? What does it mean to be progressive? Why is it necessary for society to change over time?
What was the traditional role of women during this time period? How did the role of women change in American society?

Unit Goals: Students will be able to define reform and explain why reform movements develop in American society.
Students will be able to describe the goals of the Progressives and how they influenced American government policies.
Students will be able to explain how the role of women in society changed over time.

Duration of Unit: 3 weeks


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<tbody>
<tr>
<td>What was the purpose of reform?</td>
<td>Key Terms/Concepts: Reform, Bribe, Kickback, Civil service</td>
<td>Current textbook and resource binders, Internet, Videos and DVD’s, Maps</td>
<td>Describe early reforms in business and government. Discuss about what can happen to people who get too much power. Discuss how some big business leaders try to get change for their own gain. Define and discuss the spoils system. Research the Civil Service Act and its benefits then and today.</td>
<td>Written tests and quizzes, Worksheets, Project Assessments, Notebook Assessments, Responses to discussion questions, Multimedia Presentations</td>
</tr>
<tr>
<td>What were the goals of the Progressive Movement?</td>
<td>Key Terms/Concepts: Capitalism, Muckraker, Trust, Income tax</td>
<td>Current textbook and resource binders, Internet, Videos and DVD’s, Maps</td>
<td>Brainstorm a time when students have worked to improve a situation. Read and discuss excerpts from Upton Sinclair’s <em>The Jungle.</em> Write a short essay about Theodore Roosevelt as the first Progressive President. Compare and contrast reform efforts of the Progressive Era and reform efforts today</td>
<td>In-class demonstration of concepts, Evaluation of research skills, Evaluation of Cooperative Learning Group Participation</td>
</tr>
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</tr>
</tbody>
</table>
| Why did women fight for reform? | Key Terms/Concepts  
• Prohibition  
• Suffrage  
• Nineteenth Amendment  
Skills  
• Map Interpretation  
• Reading Comprehension  
• Critical Thinking  
• Computer Skills  
• Communication Skills  
• Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Brainstorm reasons why there was resistance to women’s suffrage.  
Research significant women of the Reform Movement.  
Use the map to identify states giving equal suffrage to women before the Nineteenth Amendment was adopted.  
Identify reasons women were against the use of alcohol.  
Create a sign to help people obey the Prohibition law. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| How did society change during this time period? | Key Terms/Concepts  
• Prohibition  
• Sixteenth Amendment  
• Segregation  
• Federal Reserve System  
• Federal Trade Commission  
Skills  
• Reading Comprehension  
• Critical Thinking  
• Computer Skills  
• Communication Skills  
• Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Brainstorm the rights of women at this time.  
Research how African Americans were treated in this time period.  
Identify President Woodrow Wilson’s reforms.  

**Suggestions on how to differentiate in this unit:**  
• Teacher will modify text materials to suit student reading comprehension levels.  
• Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.  
• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.  
• A wide variety of assessments and strategies complement the individual learning experience.
### Enduring Understanding:
The United States became involved in foreign affairs.

### Essential Questions:
- Why would the United States get involved in foreign affairs?
- What does it mean to be a world power?
- Why did the United States want to expand trade with other nations?

### Unit Goals:
- Students will be able to explain why the United States became involved in foreign affairs.
- Students will be able to describe what it means to be a world power.

### Duration of Unit:
3 weeks

### NJCCCS:

## Guiding / Topical Questions
### Why did the United States get involved in Asia?

<table>
<thead>
<tr>
<th>Content, Themes, Concepts, and Skills</th>
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<tbody>
<tr>
<td>Key Terms/Concepts</td>
</tr>
<tr>
<td>• Isolationist</td>
</tr>
<tr>
<td>• Protectorate</td>
</tr>
<tr>
<td>• Annex</td>
</tr>
<tr>
<td>• Boxer Rebellion</td>
</tr>
<tr>
<td>• Foreign Policy</td>
</tr>
</tbody>
</table>

### Skills

- Map Interpretation
- Reading Comprehension
- Critical Thinking
- Computer Skills
- Communication Skills
- Student Writing

### Instructional Resources and Materials

- Current textbook and resource binders
- Internet
- Videos and DVD's
- Maps

### Teaching Strategies

- Brainstorm a time in your life when you wanted something more or different from what you already had.
- Discuss arguments for and against United States expansion.
- Discuss how the United States became involved in Asia.
- Locate the Pacific on the globe and explain why the US needed a port in the Pacific.
- Role-play a dialogue between two people in the 1890's- one an isolationist the other supports US expansion. Discuss the Boxer Rebellion in China.

### Assessment Strategies

- Written tests and quizzes
- Worksheets
- Project Assessments
- Notebook Assessments
- Responses to discussion questions
- Multimedia Presentations
- In-class demonstration of concepts
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</tr>
</thead>
</table>
| What did the United States do to become a world power? | Key Terms/Concepts  
- Yellow Journalism  
- Imperialism  
- USS Maine  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Brainstorm reasons nations go to war.  
Discuss the role of the United States in the Spanish-American War.  
Explain the significance of the slogan “Remember the Maine”.  
Identify how the United States became a world power.  
Discuss the responsibilities the US obtained when becoming a world power | Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| Why was the Panama Canal built? | Key Terms/Concepts  
- Foreign Policy  
- Isthmus  
- Corollary  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Brainstorm how people come to power.  
Explain how the United States gained power and influence through trade.  
Identify significant reasons for and against the building of the Panama Canal.  
Using a map, draw various routes before and after the building of the Panama Canal.  
Discuss the positives and negatives of the Roosevelt Corollary. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |

**Suggestions on how to differentiate in this unit:**
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- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
**Enduring Understanding:** World War I was a conflict that changed the world.

**Essential Questions:**
- Why were the countries in Europe in conflict? How did advancements in technology change warfare?
- Why would the United States want to stay out of World War I? What events led the United States to enter World War I?
- What was life like at home during World War I? How did Europe change after World War I?

**Unit Goals:**
Students will be able to identify the causes and results of World War I.
Students will be able to explain why the United States became involved in World War I.
Students will be able to describe how families contributed to the war effort on the home front.

**Duration of Unit:** 4 weeks


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</tr>
</thead>
<tbody>
<tr>
<td>What were the causes of WWI?</td>
<td>Key Terms/Concepts</td>
<td>Current textbook and resource binders</td>
<td>Create a chart listing the causes of WWI and give a brief explanation of each.</td>
<td>Written tests and quizzes</td>
</tr>
<tr>
<td></td>
<td>• Arms race</td>
<td>Internet</td>
<td>Research the events of the assassination of Archduke Franz Ferdinand.</td>
<td>Worksheets</td>
</tr>
<tr>
<td></td>
<td>• Terrorist</td>
<td>Videos and DVD’s</td>
<td>List the Central Powers and Allied Nations and identify the leaders of each.</td>
<td>Project Assessments</td>
</tr>
<tr>
<td></td>
<td>• Stalemate</td>
<td>Maps</td>
<td>Discuss the sinking of the <em>Lusitania</em>.</td>
<td>Notebook Assessments</td>
</tr>
<tr>
<td></td>
<td>• Neutral</td>
<td></td>
<td>Identify the purpose of the Zimmerman Telegram.</td>
<td>Responses to discussion questions</td>
</tr>
<tr>
<td></td>
<td>• Propaganda</td>
<td></td>
<td>Debate the United States decision to remain neutral at the beginning of WWI.</td>
<td>Multimedia Presentations</td>
</tr>
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<td></td>
<td>• Ambassador</td>
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<td>In-class demonstration of concepts</td>
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<td></td>
<td>• Armistice</td>
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<td>Skills</td>
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<td></td>
<td>• Map Interpretation</td>
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<td></td>
<td>• Reading Comprehension</td>
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<td>• Critical Thinking</td>
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<td>• Computer Skills</td>
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<td>• Communication Skills</td>
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<td>• Student Writing</td>
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</tr>
</tbody>
</table>
| What was the importance of new technology in WWI? | Key Terms/Concepts  
- Trench warfare  
- “No Man’s Land”  
- Technology | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Research the new technologies and weapons developed during WWI.  
Discuss the various conditions on the front line.  
You live in Europe in during 1914. Write a letter to your cousins in the United States and express your feelings. | Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| How did Americans at home support the war? | Key Terms/Concepts  
- Victory garden  
- Bond  
- Draft | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Discuss the importance of the Selective Service Act of 1917.  
Identify how women had more chances for jobs during the war.  
List ways people at home supported the war.  
Compare how Americans supported past and present wars. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations |
| What were the results of WWI? | Key Terms/Concepts  
- Communism  
- Armistice | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | List and explain types of world governments.  
Determine the reasons the United States got involved in the war.  
Identify the conditions Europe faced after the war.  
Map skills identifying the geographical changes in Europe as a result of WWI. | In-class demonstration of concepts  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
### Suggestions on how to differentiate in this unit:

- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
Enduring Understanding: American culture changed during the 1920's.

Essential Questions: What does it mean to be in a period of economic prosperity? How did the invention of the automobile change American society? How did women's roles change in the 1920's? What were popular entertainments in the 1920's? What was the Harlem Renaissance?

Unit Goals: Students will be able to discuss the changes in the American economy during the 1920's. Students will be able to describe how women's roles changed during the 1920's. Students will be able to examine changes in American culture, such as in arts and leisure, during this era.

Duration of Unit: 4 weeks


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<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| How did new inventions influence society? | Key Terms/Concepts  
  - Assembly line  
  - Installment plan  
  - Mass media  
  - Reading Comprehension  
  - Critical Thinking  
  - Computer Skills  
  - Communication Skills  
  - Student Writing | Current textbook and resource binders  
  Internet  
  Videos and DVD's  
  Maps | Describe how the United States economy changed after WWI.  
 Brainstorm ways in which students are consumers.  
 Discuss how cars affected American life.  
 Create an ad for a household product featuring a payment plan. | Written tests and quizzes  
 Worksheets  
 Project Assessments  
 Notebook Assessments  
 Responses to discussion questions |
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<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| **How did women become more independent in the 1920's?** | Key Terms/Concepts  
- Nineteenth Amendment  
- Flapper  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps | Describe how the Nineteenth Amendment changed women's lives.  
Discuss how the 1920’s was a time of new freedoms for women.  
Compare and contrast how women were treated in the 1920's and today.  
Explain how changes in women's clothing related to changes in their roles in society.  
Compare and contrast the roles of women in the 1800 and the 1920's | Multimedia Presentations  
In-class demonstration of concepts  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| **How did culture change during the 1920's?** | Key Terms/Concepts  
- Jazz  
- Renaissance  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps | Create a chart that compares popular entertainment in the 1920's and today.  
Research significant figures of the Harlem Renaissance.  
List and describe the various kinds of popular entertainments of the 1920's.  
Create an advertisement for a recreational event in a 1920's high school. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts |
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</thead>
<tbody>
<tr>
<td>What were some of the growing fears of this time period?</td>
<td>Key Terms/Concepts</td>
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<td></td>
<td>• Inflation</td>
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<td>• Ku Klux Klan</td>
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<td>Skills</td>
<td>Current textbook and resource binders</td>
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<td>Maps</td>
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<td></td>
<td>List economic problems of the 1920's.</td>
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<td></td>
<td>Read and discuss the Sacco and Vanzetti Case.</td>
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<td>Compare feelings towards immigrants then and now.</td>
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<td>Research the creation of the Ku Klux Klan.</td>
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<td></td>
<td>Create a graphic organizer highlighting the fears during the 1920's.</td>
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<tr>
<td>Suggestions on how to differentiate in this unit:</td>
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<td>• Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods</td>
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<td>• A wide variety of assessments and strategies complement the individual learning experience.</td>
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- Evaluation of research skills
- Evaluation of Cooperative Learning Group Participation
### Enduring Understanding:
The Great Depression was a time of trouble in American history.

### Essential Questions:
- What caused the Great Depression? How did the Great Depression affect everyday life?
- How did the government respond to the Great Depression? How did the New Deal try to restart the economy?

### Unit Goals:
- Students will be able to explain the causes and effects of the Great Depression.
- Students will be able to describe how the programs created by the New Deal helped the American people.
- Students will be able to describe the New Deal programs that still exist today.

### Duration of Unit:
4 weeks

### NJCCCS:

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</table>
| What caused the Stock Market crash in 1929? | Key Terms/Concepts  
- Stock market  
- Depression  
- Black Tuesday  
- Default  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps | Brainstorm how you would feel if your money suddenly disappeared.  
Create a chart listing the causes of the Great Depression.  
Discuss the Stock Market Crash of 1929.  
Compare and contrast the stock market then and now.  
Compare and contrast the economy then and now. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
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| Why the Great Depression is often referred to as “hard time” in American history? | Key Terms/Concepts  
- Default  
- Foreclosure  
- Drought  
- Unemployment  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps | Describe how the Great Depression changed the lives of Americans.  
List examples of the “hard times” people faced during the Great Depression.  
Research life for children and teenagers during the Great Depression.  
Create a collage with images from the Great Depression.  
Discuss how the Great Depression changed American family life.  
Research the Dust Bowl.  
Identify areas in the “dust bowl” in a map | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| What actions did President Hoover take during the Great Depression? | Key Terms/Concepts  
- Public works  
- Relief  
- “Hoovervilles”  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps | Brainstorm ways the US governments assists those in need.  
List the actions President Hoover took to fight the Great Depression.  
Describe why President Hoover was not well-liked by the American people. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| What was President Roosevelt’s New Deal? | Key Terms/Concepts  
- New Deal  
- Fireside Chat  
- Conservative  
- Liberal  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps | Describe the steps Franklin D. Roosevelt took to end the Great Depression.  
Create a chart listing and identifying programs developed during the New Deal.  
Compare the positives and negatives of the New Deal.  
Research and present New Deal programs that are still in existence today | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
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**Suggestions on how to differentiate in this unit:**

- Teacher will modify test materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.
**Enduring Understanding:** Many events led to WWII.

**Essential Questions:**
- How does a dictator rule?
- What is a good reason to go to war?
- What events caused the United States to enter World War II?
- What does it mean to fight a war “on the home front?”
- How did the Allied victory in World War II change the map of Europe?
- How did the results of World War II shape America’s future of foreign policy?

**Unit Goals:**
- Students will be able to describe different governmental structures such as democracy, dictatorship, and socialism.
- Students will be able to describe the causes and effects of World War II.
- Students will be able to explain how war can become a unifying force for a nation.

**Duration of Unit:** 4 weeks


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</table>
| Why did Europeans want strong leaders after World War I? | Key Terms/Concepts
  - Dictator
  - Fascist
  - Nazi
  - Appeasement
  - Allied Powers
  - Axis Powers |
|                           | Skills
  - Map Interpretation
  - Reading Comprehension
  - Critical Thinking
  - Computer Skills
  - Communication Skills
  - Student Writing |
|                           | Current textbook and resource binders
  - Internet
  - Videos and DVD’s
  - Maps |
|                           | Discuss the rise of dictators in Europe.
  - Review the various types of governments in the world at this time.
  - Explain that the Europeans turned to strong leaders to help lead their nations’ recoveries.
  - Create a chart listing the leaders, countries and type of governments of the world powers of the era.
  - Write a news report describing the meeting in Munich in 1938.
  - Label and identify European countries on a map |
|                           | Written tests and quizzes
  - Worksheets
  - Project Assessments
  - Notebook Assessments
  - Responses to discussion questions
  - Multimedia Presentations
  - In-class demonstration of concepts
  - Evaluation of research skills
  - Evaluation of Cooperative Learning Group Participation |
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</table>
| What were the effects of the Holocaust? | Key Terms/Concepts  
- Genocide  
- “Kristallnacht”  
- Nazi  
- “Final Solution”  
- Concentration camps  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | View the movie *Schindler’s List.*  
Read and discuss excerpts from the book *Night* by Elie Wiesel.  
Respond to news articles from the Holocaust era.  
Participate in a round table discussion of life in the Warsaw ghetto.  
Interview members of an older generation and present their findings.  
Create a timeline of major Holocaust events.  
Locate countries occupied by the Germans  
Label the locations of the concentration and death camps | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| How did Japan set out to become the strongest military power? | Key Terms/Concepts  
- Militarism  
- Pearl Harbor  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Discuss Japan’s desire to become a world power and control eastern Asia.  
Create a timeline of the events leading up to and including the bombing of Pearl Harbor.  
Research the atomic bomb, Hiroshima and Nagasaki.  
Research and compare Pearl Harbor and 9/11/01.  
Write an article as though you experienced the events at Pearl Harbor firsthand.  
Locate and label Japan on a map | |
| How did the United States fight a two-front war? | Key Terms/Concepts  
- Cash-and-Carry Policy  
- Lend-Lease Plan  
- Mobilize  
- D-Day  
- VE-Day  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Maps | Discuss how President Roosevelt prepared for war.  
Create a timeline of the events leading the United States into WWII.  
Create a chart comparing and contrasting the war in Pacific and in Europe.  
Label and color a map of the two front wars.  
Write a letter home as if you were a soldier during WWII. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts  
Evaluation of research skills |
Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies
---|---|---|---|---
How did the war change the lives of Americans on the home front? | Key Terms/Concepts • Partisan • Rationing • Internment camp Skills • Reading Comprehension • Critical Thinking • Computer Skills • Communication Skills • Student Writing | Current textbook and resource binders Internet Videos and DVD's Maps Current textbook and resource binders Internet Videos and DVD's Maps | Create a poster to mobilize citizens to support the war. Research ways in which children have been and can be involved in a home front war effort. Locate and interview World War II veterans, as well as people who were on the home front during that time period. Create a political cartoon depicting American fears towards Japanese Americans. | Evaluation of Cooperative Learning Group Participation

Suggestions on how to differentiate in this unit:
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
United States History II-LD
Unit #10: A Changing World

Enduring Understanding: Events after World War II changed the way countries interact.
Essential Questions: What is communism? What was the Cold War? What is the purpose of the United Nations? What changes have occurred in American society since World War II?
Unit Goals: Students will be able to explain how the conflict between American democratic ideals and Communism led to the Cold War. Students will be able to understand how the United Nations was created promote international peace and security. Students will be able to compare and contrast life during the Cold War with life today.
Duration of Unit: 3 weeks

Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies
---|---|---|---|---
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</table>
| Why did the United States and Soviet Union become enemies after WWII? | Key Terms/Concepts  
- Satellite  
- Iron curtain  
- Cold War  
- Containment  
- Berlin Airlift  
- Marshall Plan  
- NATO  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps | Brainstorm your ideas of a communist country.  
Discuss what life would be like if television, internet, radio and all print media were controlled by the government.  
Using a map, draw in the Iron Curtain as a divider between Western Europe and the east European nations that Russia controlled.  
Identify the U.S government’s steps towards stopping the spread of communism.  
Research the importance for countries to join together to fight communism.  
Research the purpose of today’s United Nation. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| Why did North Korea want to take over South Korea? | Key Terms/Concepts  
- Demilitarized Zone  
- Communism  
- Containment  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps | Use the following website to learn about the Korean War: http://www.ushistorysite.com/korean_war.php  
Brainstorm why the Korean War is sometimes called the “Forgotten War”.  
Writing a poem or song about the Korean War.  
Research the United State’s relationship with North and South Korea today.  
Label and identify the countries involved in the Korean conflict.  
Explain why relations between North and South Korea are still strained today. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts |
| What was the Cold War like at home? | Key Terms/Concepts  
- Sputnik, Space Race  
- Blacklist  
- McCarthyism  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps | Brainstorm all the people, places, and ideas that they know about the time period of the 1950’s.  
Research Senator Joseph McCarthy’s claims of communists in America.  
Compare the fear of communists then to the present day fears of terrorists.  
Discuss the significance of the space race and Sputnik.  
Explain the long term consequences of the Cold War | Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| How were Veterans treated after WWII? | Key Terms/Concepts  
- Automation  
- Baby boom  
- Suburb  
- Unemployment  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Student Writing | Current textbook and resource binders  
Internet  
Videos and DVD's  
Maps | Discuss the purpose of the GI Bill of Rights.  
List the various problems veterans faced when they returned home.  
Brainstorm the term “baby boom” and discuss.  
Compare America’s response to WWII Veterans to that of veterans/soldiers today.  
Create a map of a planned community listing/labeling all the things a community needs. | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts |
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<td>How did the growth of popular culture divide society?</td>
<td>Key Terms/Concepts</td>
<td>Current textbook and resource binders</td>
<td>Discuss how many hours students spend watching television, playing video games, etc. and their parent’s reactions.</td>
<td>Written tests and quizzes</td>
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<td></td>
<td>Consumer</td>
<td>Internet</td>
<td>Research how the television changed American life.</td>
<td>Worksheets</td>
</tr>
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<td>Generation Gap</td>
<td>Videos and DVD’s</td>
<td>Interview a parent/guardian and create a list of differences between your generation and your parents’ generation.</td>
<td>Project Assessments</td>
</tr>
<tr>
<td>Skills</td>
<td>Reading Comprehension</td>
<td>Maps</td>
<td>Compare and contrast the images create of society in the 1950’s and 60’s on television with real life.</td>
<td>Notebook Assessments</td>
</tr>
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<td>Critical Thinking</td>
<td>Current textbook and resource binders</td>
<td>Write a diary entry of a high school student in the 1950’s and compare it to a blog entry of a high school student today.</td>
<td>Responses to discussion questions</td>
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