

# SOCIAL STUDIES DEPARTMENT

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## US HISTORY II CURRICULUM 2016

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Week	Marking Period 1	Week	Marking Period 3
1	Turn of the Century	21	The Roaring Life of the 1920s
2	Turn of the Century	22	The Roaring Life of the 1920s
3	Turn of the Century	23	The Roaring Life of the 1920s
4	Progressive Era	24	The Great Depression
5	Progressive Era	25	The Great Depression
6	Progressive Era	26	The Great Depression
7	America Claims an Empire	27	The New Deal
8	America Claims an Empire	28	The New Deal
9	America Claims an Empire	29	The New Deal
10	Misc. Holidays	30	World War Looms
Week	Marking Period 2	Week	Marking Period 4
11	WWI	31	World War Looms
12	WWI	32	World War Looms
13	WWI	33	The US in WWII
14	Politics of the Roaring 20s	34	The US in WWII
15	Politics of the Roaring 20s	35	The US in WWII
16	Politics of the Roaring 20s	36	The US in WWII
17	Winter Break	37	Holocaust
18	Misc. Holidays	38	Genocide
19	Midterm Review	39	Final Review
20	Midterm	40	Finals

Time Frame	3 Weeks
<b>Topic</b>	
Life at the Turn of the Century (Ch. 16)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How will the latest technology change your life?</li> <li>● Why did mass media emerge at this time?</li> <li>● How can technology contribute to the new forms of recreation?</li> <li>● How does public education affect the lives of all?</li> <li>● What were the effects of Plessey v. Ferguson?</li> </ul>	

**Enduring Understandings**

- New technology brought improvements to everyday, life especially in the cities.
- African Americans sought reforms after being left out of the general reform movement.
- A growing middle class changed U.S. culture.
- Public education system is the foundation of the democratic ideals of American society.
- The United States has a worldwide impact on mass culture.

**Alignment to NJCCCS**

NJCCCS - 6.1.12.A.5.a, 6.1.12.A.5.b, 6.1.12.A.5.c; 6.1.12.B.5.b, 6.1.12.C.5.a, 6.1.12.C.5.b, 6.1.12.C.5.c, 6.1.12.D.5.a, 6.1.12.D.5.c, 6.1.12.D.5.d

**Key Concepts and Skills**

- Describe the impact of technological advances on turn-of-the-century urban planning
- Summarize turn of the century communication devices
- Analyze the expansion of public education at the turn-of-the-century
- Describe the growth of higher education
- Trace the historical underpinnings of legalized segregation and the African-American struggle against racism in the U.S.
- Summarize turn-of-the-century race relations in the North and the South
- Identify discrimination against minorities in the American West
- Give examples of turn-of-the-century leisure activities and popular sports
- Analyze the spread of mass culture in the U.S. at the turn of the century
- Describe turn of the century innovations in marketing and advertising

**Learning Activities**

- Chapter Worksheets
- Graphic Organizers
- Chapter Notes
- Open-ended Questions
- Political Cartoons
- Collaborative work
- Do-Nows
- ProQuest
- Google Earth

**Assessments**

- Section Quizzes
- Chapter Tests with Essays
- Student Presentations and Projects
- Document Based Questions
- Open-ended Questions
- Discussion to assess comprehension.
- Do-nows

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

Geography, Visual Arts, and English

**New Jersey Student Learning Standards** - RH.11-12.1-10, WHST.11-12.1-10

NJLSA.R1, NJLSA.R2, NJLSA.W6

**Technology Integration**

- Laptop and Projector
- Powerpoint Presentations
- Google Earth
- Streaming Facts on File
- Stratalogica
- Databases
- All students will use digital tools, such as Google Classroom and Google Drive, to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **Technology Standards:** 8.1.12.F.1

**Time Frame** | 3 weeks**Topic**

The Progressive Era (Ch. 17)

**Essential Questions**

- What kinds of actions can bring about social change?
- Why did the prohibition movement appeal to so many women?

- What social and economic effect did higher education have on women?
- Why is Teddy Roosevelt considered to be the first modern US President?

### **Enduring Understandings**

- Progressive leaders sought reforms at all levels of society
- Reformers sought to limit the power of big business
- Progressives pushed for conservation measures
- The passage of the 19<sup>th</sup> amendment granted women the right to vote and was an important step in equal rights for women.
- Third party candidates continue to have difficulty in the American political system
- Environmentalism started with the conservation of Teddy Roosevelt.
- Women enjoyed new opportunities in labor and education that are enjoyed today.

### **Alignment to NJCCCS**

NJCCCS – 6.1.12.D.5.b, 6.1.12.A.6.a, 6.1.12.A.6.b, 6.1.12.A.6.c, 6.1.12.B.6.a, 6.1.12.B.6.b, 6.1.12.C.6.a, 6.1.12.C.6.b, 6.1.12.C.6.c, 6.1.12.D.6.a, 6.1.12.D.6.b, 6.1.12.D.6.c

### **Key Concepts and Skills**

- Explain the 4 goals of progressivism
- Summarize progressive efforts to clean up government
- Identify progressive efforts to reform state government, protect workers, and reform elections
- Describe the growing presence of women in the workforce at the turn of the 20<sup>th</sup> century.
- Identify leaders of the women's suffrage movement
- Explain how women's suffrage was achieved
- Describe the events of T. Roosevelt's presidency.
- Explain how Roosevelt used the power of the presidency to regulate business.
- Identify laws passed to protect public health and the environment.
- Summarize Roosevelt's stand on civil rights
- Summarize the events of the Taft administration.
- Explain the division in the Republican Party.
- Describe the election of 1912.
- Describe Woodrow Wilson's background and the progressive reforms of his presidency
- List the steps leading to women's suffrage
- Explain the limits of Wilson's progressivism

### **Learning Activities**

- Chapter Worksheets
- Graphic Organizers
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- Open-ended Questions
- Political Cartoons
- Collaborative work
- Do-Nows
- ProQuest
- Google Earth
- Stratalogica

### **Assessments**

- Section Quizzes
- Chapter Tests with Essays
- Student Presentations and Projects

- Document Based Questions
- Open-ended Questions
- Discussion to assess comprehension.
- Do-nows

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communicatio n	<b>X</b>	Collaboratio n
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### Interdisciplinary Connections

Geography, Visual Arts, and English

**New Jersey Student Learning Standards** - RH.11-12.1-10, WHST.11-12.1-10  
NJLSA.R9, NJLSA.R1, NJLSA.R7, NJLSA.W6

### Technology Integration

- Laptop and Projector
- Powerpoint Presentations
- Google Earth
- Streaming Facts on File
- Stratalogica
- Databases
- All students will use digital tools, such as Google Classroom and Google Drive, to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **Technology Standards: 8.2.12.B.5, 8.2.12.B.2**

<b>Time Frame</b>	Three Weeks
<b>Topic</b>	
America Claims an Empire (Ch 18)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Does the U.S. have a duty to fight for freedom in the neighboring countries?</li> <li>• In what ways do dramatic headlines influence American opinion?</li> </ul>	

- How did European imperialism affect Africa?
- What effect did the Panama Canal have on worldwide trade and the US military?

### Enduring Understandings

- The U.S. acquired Alaska and Hawaii and extended its influence by getting involved in China and Latin America
- Victory in the Spanish-American War gave the U.S. possession of the Philippines and Puerto Rico and control over Cuba
- Greater territory led the US to be involved in more conflicts in the world.
- The US maintains a strong military and political presence in strategic worldwide locations to this day.

### Alignment to NJCCCS

6.1.12.B.6.a, 6.1.12.B.6.b, 6.1.12.D.6.b

### Key Concepts and Skills

- Explain the economic and cultural factors that fueled the growth of American imperialism.
- Describe how the U.S. acquired Alaska. Summarize how the U.S. took over the Hawaiian Islands.
- Contrast American opinions regarding the Cuban revolt against Spain.
- Identify events that escalated the conflict b/w the U.S. and Spain
- Trace the course of the Spanish-American War and its results
- Describe U.S. involvement in Puerto Rico and in Cuba
- Identify causes and effects of the Philippine-American War.
- Explain the purpose of the Open Door Policy in China.
- Summarize the views regarding U.S. imperialism.
- Explain how T. Roosevelt's foreign policy promoted American power around the world.
- Describe how Wilson's missionary diplomacy ensured U.S. dominance in Latin America.

### Learning Activities

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### Assessments

- Section Quizzes
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### 21<sup>st</sup> Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
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DEPARTMENT Social Studies

COURSE: US History II

<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy
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**Interdisciplinary Connections**

Geography, Visual Arts, and English

**New Jersey Student Learning Standards** - RH.11-12.1-10, WHST.11-12.1-10

NJSLSA.R6, NJSLSA.R9, RH.11-12.1, NJSLSA.W6

**Technology Integration**

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- **Technology Standards: 8.2.12.A.1**

<b>Time Frame</b>	Three Weeks
<b>Topic</b>	
The First World War (Ch. 19)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Do you think America should have entered WWI to make the world “safe for democracy”?</li> <li>● What are the unintended consequences of treaties?</li> <li>● Are more advance weapons in warfare ethical to use?</li> <li>● After a war how just should the winners be in the settlements with the vanquished?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● German violations caused the U.S. to enter WWI.</li> </ul>	



- Civil liberties were restricted during the war.
- Concerns about involvement in more wars caused the U.S. to decide not to join the League of Nations
- The First World War laid the groundwork for the Second World War.
- The United States remains involved in Europe to this day.
- WWI spurred social, political, and economic changes in the US which increased government powers.
- Many of the conflicts today can be traced to the partitions of countries after WWI.

### **Alignment to NJCCCS**

NJCCCS - 6.1.12.A.7.a, 6.1.12.A.7.b, 6.1.12.A.7.c, 6.1.12.B.7.a, 6.1.12.C.7.a, 6.1.12.C.7.b, 6.1.12.D.7.a, 6.1.12.D.7.b, 6.1.12.D.7.c

### **Key Concepts and Skills**

- Identify the long-term causes and the immediate circumstances that led to WWI
- Describe the first 2 years of the war
- Summarize U.S. public opinion about the war
- Explain why the U.S. entered the war
- Describe how the U.S. mobilized for war.
- Summarize U.S. battlefield successes
- Identify the new weapons and the medical problems faces in WWI.
- Describe U.S. offensives and the end of the war.
- Explain how business and government cooperated during the war.
- Show how the government promoted the war.
- Describe the attacks on civil liberties that occurred.
- Summarize the social changes that affected African-Americans and women.
- Summarize Wilson's 14 points
- Describe the Treaty of Versailles and international and domestic reaction to it.
- Explain some of the consequences of the war

### **Learning Activities**

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### **Assessments**

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**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

Geography, Visual Arts, and English

**New Jersey Student Learning Standards** - RH.11-12.1-10, WHST.11-12.1-10, RH.11-12.2, NJSLSA.W6

**Technology Integration**

- Laptop and Projector
- Powerpoint Presentations
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- Stratalogica
- Databases
- All students will use digital tools, such as Google Classroom and Google Drive, to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **Technology Standards:** 8.1.12.F.1, 8.2.12.B.4

<b>Time Frame</b>	<b>3 Weeks</b>
<b>Topic</b>	
Politics of the Roaring Twenties (Ch. 20)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Would you strike and risk your family's welfare?</li> <li>● Should the government intervene in disputes between labor and business?</li> <li>● How does corruption in the government weaken the public trust in government entities?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Fear of Communism increased anti-immigrant attitudes and led to the Red Scare</li> <li>● The automobile and the first electric appliances improved the lives of most Americans</li> <li>● Business boomed as people consumed goods.</li> <li>● Americans continue to debate political isolationism and immigration policy.</li> <li>● Government must guard against scandal and corruption to merit public trust.</li> </ul>	

- Business, technological, and social developments of the 1920's launched the era of modern consumerism.

### Alignment to NJCCCS

NJCCCS - 6.1.12.A.8.a, 6.1.12.A.8.b, 6.1.12.A.8.c, 6.1.12.B.8.a

### Key Concepts and Skills

- Summarize the reaction in the U.S. to the perceived threat of Communism
- Analyze the causes and effects of the quota system in the U.S.
- Describe some of the postwar conflicts between labor and management
- Contrast Harding's policy of "normalcy" with progressive era reforms
- Identify scandals that plagued the Harding administration
- Summarize the impact of the automobile and other consumer goods on American life
- Explain how prosperity affected different groups of Americans
- Explain in what ways the country's prosperity was superficial

### Learning Activities

- Chapter Worksheets
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### Assessments

- Section Quizzes
- Chapter Tests with Essays
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- Document Based Questions
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### 21<sup>st</sup> Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

### Interdisciplinary Connections

Geography, Visual Arts, and English

**New Jersey Student Learning Standards** - RH.11-12.1-10, WHST.11-12.1-10, RH.11-12.3, NJLSA.W6

### Technology Integration

- Laptop and Projector
- Powerpoint Presentations
- Google Earth
- Streaming Facts on File
- Stratologica
- Databases

DEPARTMENT Social Studies

COURSE: US History II

- All students will use digital tools, such as Google Classroom and Google Drive, to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **Technology Standards:** 8.1.12.E.1

<b>Time Frame</b>	<b>3 weeks</b>
<b>Topic</b>	
The Roaring Life of the 1920's (Ch. 21)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>● How might the new prosperity affect your everyday life?</li><li>● How does life change for the average American as they leave farms to work in the cities?</li><li>● How did the rise of industry create the possibility of economic mobility?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>● Social and economic opportunities for women increased, but workplace opportunities and trends in family life are still major issues for women today.</li><li>● Radio helped to create a national culture</li><li>● The Harlem Renaissance increased awareness of African American culture</li><li>● The Harlem Renaissance provided a foundation of African-American intellectualism to which African-American writers, artists, and musicians contribute today.</li><li>● The way in which different groups react to change in the economy and society continues to cause conflict today.</li></ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS - 6.1.12.C.8.a, 6.1.12.C.8.b, 6.1.12.D.8.a, 6.1.12.D.8.b	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"><li>● Explain how urbanization created a new way of life that often clashed with the values of traditional rural society.</li><li>● Describe the controversy over the role of science and religion in American education and society in the 1920s.</li><li>● Explain how the image of the flapper embodied the changing values and attitudes of young women in the 1920s.</li><li>● Identify the causes and results of the changing roles of women in the 1920s.</li><li>● Describe the popular culture of the 1920s.</li><li>● Explain why the youth-dominated decade came to be called the Roaring Twenties.</li><li>● Identify the causes and results of the migration of African Americans to Northern cities in the early 1900s.</li><li>● Describe the prolific African-American artistic activity that became known as the Harlem Renaissance.</li></ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"><li>● Chapter Worksheets</li><li>● Graphic Organizers</li><li>● Chapter Notes</li><li>● Open-ended Questions</li><li>● Political Cartoons</li><li>● Collaborative work</li><li>● Do-Nows</li><li>● ProQuest</li><li>● Google Earth</li><li>● Stratologica</li></ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"><li>● Section Quizzes</li><li>● Chapter Tests with Essays</li></ul>	

- Student Presentations and Projects
- Document Based Questions
- Open-ended Questions
- Discussion to assess comprehension.
- Do-nows

### 21<sup>st</sup> Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

### Interdisciplinary Connections

Geography, Visual Arts, and English

**New Jersey Student Learning Standards** - RH.11-12.1-10, WHST.11-12.1-10, RH.11-12.6, NJLSA.W6

### Technology Integration

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- **Technology Standards:** 8.1.12.E.1

<b>Time Frame</b>	Three Weeks
<b>Topic</b>	
The Great Depression Begins (Ch. 22)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What would you do to feed your family?</li> <li>● What groups of people will be most hurt by the economic crash?</li> <li>● What can unemployed and impoverished people do to help each other?</li> <li>● How did the Great Depression affect the World Economy?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The depression resulted from economic weaknesses during the prosperity of the 1920s.</li> <li>● The Hawley-Smoot Tariff helped spread the Depression worldwide.</li> <li>● Hoover's recovery programs proved inadequate</li> <li>● The Great Depression has had lasting effects on how American view themselves and their government</li> <li>● Worsening conditions in the country caused the government to become more involved in the health and wealth of the people</li> </ul>	
<b>Alignment to NJCCCS</b>	
6.1.12.A.9.a, 6.1.12.B.9.a, 6.1.12.C.9.a, 6.1.12.C.9.b, 6.1.12.C.9.c, 6.1.12.C.9.d, 6.1.12.D.9.a, 6.1.12.D.9.b	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● Summarize the critical problems threatening the American economy in the late 1920s.</li> <li>● Describe the causes of the stock market crash and Great Depression</li> <li>● Explain how the Great Depression affected the economy in the U.S. and throughout the world.</li> <li>● Describe how people struggled to survive during the Depression.</li> <li>● Explain how the Depression affected men, women, and children.</li> <li>● Explain Hoover's initial response to the Depression.</li> <li>● Summarize the actions Hoover took to help the economy and the hardship suffered by Americans</li> <li>● Describe the Bonus Army and Hoover's actions toward it.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative work</li> <li>● Do-Nows</li> <li>● ProQuest</li> <li>● Google Earth</li> <li>● Stratologica</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>● Section Quizzes</li> <li>● Chapter Tests with Essays</li> <li>● Student Presentations and Projects</li> <li>● Document Based Questions</li> </ul>	

- Open-ended Questions
- Discussion to assess comprehension.
- Do-nows

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### Interdisciplinary Connections

Geography, Visual Arts, and English

**New Jersey Student Learning Standards** - RH.11-12.1-10, WHST.11-12.1-10, RST.11-12.7  
 NJLSA.W1, NJLSA.W6

### Technology Integration

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- **Technology Standards:** 8.1.12.E.1



<b>Time Frame</b>	Three Weeks
<b>Topic</b>	
The New Deal (Ch. 23)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How would you begin to revive the economy?</li> <li>● How can government help failing industries?</li> <li>● What would you do to restore public confidence and economic security?</li> <li>● Are work programs like the WPA a valid use of federal money?</li> <li>● How did New Deal policies affect organized labor?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Roosevelt's New Deal helped economic recovery</li> <li>● The NIRA and the Wagner Act helped businesses and workers, and strengthened labor unions.</li> <li>● Social Security and many other New Deal reforms still operate today.</li> <li>● Bank and Stock regulation and deregulation still affect America today.</li> <li>● Second New Deal policies still assist homebuyers, farmers, workers, and the elderly today.</li> <li>● Films, music, art, and literature of the 1930's still captivate today's public.</li> <li>● The New Deal changed the role government plays in the lives of Americans.</li> <li>● Americans still debate over how large a role government should play in American life.</li> </ul>	
<b>Alignment to NJCCCS</b>	
6.1.12.A.10.a, 6.1.12.A.10.b, 6.1.12.A.10.c, 6.1.12.B.10.a, 6.1.12.C.10.a, 6.1.12.C.10.b, 6.1.12.D.10.a, 6.1.12.D.10.b, 6.1.12.D.10.c, 6.1.12.D.10.d	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● Summarize the initial steps Roosevelt took to reform banking and finance</li> <li>● Describe New Deal work programs</li> <li>● Identify critics of FDR's New Deal</li> <li>● Describe the purpose of the 2<sup>nd</sup> New Deal</li> <li>● Summarize New Deal programs for farmers</li> <li>● Identify the 2<sup>nd</sup> New Deal programs aimed at assisting young people and professionals</li> <li>● Summarize labor and economic reforms carried out under the 2<sup>nd</sup> New Deal</li> <li>● Analyze the effects of the New Deal programs on women</li> <li>● Describe FDR's attitude toward African Americans</li> <li>● Identify the groups that formed the New Deal coalition</li> <li>● Describe the supporters of FDR's New Deal</li> <li>● Describe the entertainment provided by motion pictures and radio</li> <li>● Identify some of the artists and writers of the New Deal era</li> <li>● Summarize opinions about the effectiveness of the New Deal</li> <li>● Describe the legacies of the New Deal</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative work</li> <li>● Do-Nows</li> </ul>	

- ProQuest
- Google Earth
- Stratalogica

### Assessments

- Section Quizzes
- Chapter Tests with Essays
- Student Presentations and Projects
- Document Based Questions
- Open-ended Questions
- Discussion to assess comprehension.
- Do-nows

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### Interdisciplinary Connections

Geography, Visual Arts, and English

**New Jersey Student Learning Standards - RH.11-12.1-10, WHST.11-12.1-10, NJSLA.W6**

### Technology Integration

- Laptop and Projector
- Powerpoint Presentations
- Google Earth
- Streaming Facts on File
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- All students will use digital tools, such as Google Classroom and Google Drive, to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- **Technology Standards:** 8.1.12.E.1

<b>Time Frame</b>	<b>3 Weeks</b>
<b>Topic</b>	
World War Looms (Ch. 24)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why might the U.S. try to remain neutral?</li> <li>● How can neutral countries participate in the affairs of warring countries?</li> <li>● Why did the new democracies set up after World War I fail?</li> <li>● What is appeasement and why did it fail?</li> <li>● What was the importance of oil in the conflict between the US and Japan?</li> <li>● When the rights of one minority group are limited or eliminated how does that affect the rest of the population?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The U.S. remained neutral while Europe moved towards war</li> <li>● After war broke out, the U.S. provided limited aid to the Allies</li> <li>● An attack on Pearl Harbor ended U.S. neutrality</li> <li>● Dictators of the 1930's and 1940's affected the history of the world which cause world leaders to be watchful for the actions of dictators today.</li> <li>● After the atrocities of the Holocaust, agencies formed to publicize human rights. These agencies have remained a force in today's world.</li> <li>● The military of the US became the deciding factor in WWII and continues to be the dominant military power in the world.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS - 6.1.12.A.11.a, 6.1.12.A.11.b, 6.1.12.A.11.c, 6.1.12.A.11.d, 6.1.12.A.11.e, 6.1.12.B.11.a, 6.1.12.C.11.a, 6.1.12.C.11.b, 6.1.12.D.11.a, 6.1.12.D.11.b, 6.1.12.D.11.c, 6.1.12.D.11.d, 6.1.12.D.11.e	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● Identify the types of government that took power in Russia, Italy, Germany, and Japan after WWI</li> <li>● Describe the details of America's turn to isolationism in the 1930s.</li> <li>● Explain Hitler's motives for expansion and how Britain and France responded</li> <li>● Describe the blitzkrieg tactics that Germany used against Poland.</li> <li>● Summarize the first battles of World War II</li> <li>● Explain the reasons behind the Nazis' persecution of the Jews and the problems facing Jewish refugees</li> <li>● Describe the Nazis' "final solution" to the Jewish problem and the horrors of the Holocaust.</li> <li>● Identify and describe the profound and lasting effects of the Holocaust on survivors.</li> <li>● Describe the U.S. response to the outbreak of war in Europe in 1939</li> <li>● Explain how FDR assisted the Allies without declaring war</li> <li>● Summarize the events that brought the U.S. into armed conflict with Germany</li> <li>● Describe the American response to the Japanese attack on Pearl Harbor</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative work</li> <li>● Do-Nows</li> </ul>	

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### Interdisciplinary Connections

Geography, Visual Arts, and English

**New Jersey Student Learning Standards** - RH.11-12.1-10, WHST.11-12.1-10, RH.11-12.4, NJLSA.W6, NJLSA.W7

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<b>Time Frame</b>	<b>4 weeks</b>
<b>Topic</b>	
The United States in World War II (Ch. 25)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can the U.S. use its resources to achieve victory?</li> <li>● What sacrifices will you and your family be willing to make?</li> <li>● What difficulties did women and minorities face in the wartime work force?</li> <li>● How did the results of the Yalta conference affect the history of the world for the next fifty years?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The U.S. economy mobilized to support the war.</li> <li>● As men joined the military, labor shortages created new job opportunities for women.</li> <li>● The Yalta Conference set guidelines for the postwar world.</li> <li>● Military industries in the US are a major part of the American economy.</li> <li>● During WWII the US took a leadership position in the world which continues to this day.</li> <li>● Countries to this day continue to try to limit nuclear proliferation</li> <li>● The middle class became more diverse due to the economic opportunities afforded by WWII.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS - 6.1.12.A.11.a, 6.1.12.A.11.b, 6.1.12.A.11.c, 6.1.12.A.11.d, 6.1.12.A.11.e, 6.1.12.B.11.a, 6.1.12.B.11.b, 6.1.12.D.11.a, 6.1.12.D.11.b, 6.1.12.D.11.c, 6.1.12.D.11.d, 6.1.12.D.11.e	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● Explain how the U.S. expanded its armed forces in WWII</li> <li>● Describe the wartime mobilization of industry, labor, scientists, and the media</li> <li>● Trace the efforts of the U.S. government to control the economy and deal with alleged subversion</li> <li>● Summarize the Allies' plan for winning the war</li> <li>● Identify events in the war in Europe</li> <li>● Describe the liberation of Europe</li> <li>● Identify key turning points in the war in the Pacific</li> <li>● Describe the allied offensive against the Japanese</li> <li>● Explain both the development of the atomic bomb and debates about its use</li> <li>● Describe the challenges faced by the Allies in building a just and lasting peace</li> <li>● Describe the economic and social changes that reshaped American life during WWII</li> <li>● Summarize both the opportunities and the discrimination African Americans and other minorities Experienced during the war.</li> </ul>	
<b>Learning Activities</b>	
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