

Hillside Township School District

Sheltered US History II

Grades 11, 12 ESL

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Board of Education Approved:

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District Mission Statement

It is the mission of the Hillside Board of Education to ensure that all students, at all grade levels achieve the New Jersey Core Curriculum Content Standards and make connections to real-world success. We are committed to strong parent community school partnerships, providing a safe, engaging, and effective learning environment and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

Social Studies, as defined by the National Council for the Social Studies, is “the integrated study of the social sciences and humanities to promote civic competence.” The primary purpose of the Hillside social studies program is to provide an academically rigorous environment that produces active critical thinkers and productive, civically competent, participants in our society. Students are given the opportunity to develop their own sense of place in our community, state, nation and global village. Students will pursue individual goals and challenges as they develop an understanding of self, the diverse community of which they are a part and their connection to the goals and interests of the global community and planet earth.

Students will study history, citizenship/political science, geography, economics, anthropology, sociology, and the humanities as prescribed by the New Jersey State Core Curriculum Content Standards in Social Studies. As they study the human condition in these contexts, they will gain an understanding of their own country’s history, institutions and environment. They will also apply their knowledge to understand the forces that have shaped world cultures. Students will learn to view contemporary problems facing the nation and the world as products of complex historical, institutional, and environmental processes. Students will discover their own individuality and the contributions they can make to society. They will know what they should strive to become and their role as responsible and productive individuals who possess civic competence

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972.

UNIT I: The Emergence of Modern America: World War I

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ World War I modernizes Warfare. ✓ Political agreements and decisions during World War I led to the creation global totalitarian governments. ✓ America for the first time became involved in international politics which allowed domestic opportunities for women and African Americans. 	<ul style="list-style-type: none"> ✓ What were the lasting effects of the technological improvements during World War I. ✓ How did America go from the policy of isolationism to total involvement in World War I? ✓ What political ideologies and leaders evolve out of World War I? ✓ What new opportunities were created on the home front for women and minorities as a result of World War I?
<p>CPIs:</p> <ul style="list-style-type: none"> • Graphic Organizers • Timelines • Tests • Quizzes • Vocabulary • Workbooks • Worksheets • Physical global map/Map Skills • Homework • Cooperative Learning Groups/Pairs • Journal Entries • Independent Assignments • Writing Assignments (amount and intensity will vary depending on the skills of students) <p>*(Tests and quizzes will consist, but not limited to multiple choice, open-ended questions, and an essay component)</p>	

NJCCCS	KNOWLEDGE	SKILLS
WIDA – Standard 5 Language of Social Studies 6.1.12.A.7.a 6.1.12.A.7.b 6.1.12.A.7.c 6.1.12.C.7.a 6.1.12.C.7.b 6.1.12.D.7.a 6.1.12.D.7.c 6.1.12.A.15.c	Students will know: <ul style="list-style-type: none"> • The initial reasons for the policy of neutrality regarding World War I and why the United States eventually enter the war. • The impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights. • The perspectives of different countries on the Treaty of Versailles and the League of Nations. • Technological advancements that affected the nature of World War I on land, water and air. • Immediate and long-term impact of women and African Americans entering the workforce during World War I. • The effectiveness of Woodrow Wilson’s leadership during and immediately after World War I. • Factors that contribute to the rise of fascism, communism, and socialism after World War I. 	Students will be able to: Independent Assignment: Construct a letter in first person portraying the role of an American citizen who has moved from the south to the north to work in a factory. Map Skills: Using a map of 1914, students can locate and describe each countries and their significance during World War I Graphic Organizer: Examine the viewpoints of France, Great Britain, the United States and Germany following World War I. Cooperative Learning Groups: Students will divide into groups representing each country and create an oral argument as to why their country’s demands should be met.

UNIT II: The Emergence of Modern America: Roaring Twenties

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ The demographic shift to urban areas leads to a cultural explosion in American cities. ✓ Consumer economy becomes the dominant force in American economics. 		<ul style="list-style-type: none"> ✓ What were the social and economic conditions that contributed to the Great Migration? ✓ What adverse effects do African Americans and Immigrants face moving to the urban areas? ✓ How did the Harlem Renaissance influence American society? ✓ What economic and political circumstances lead to the depletion of American farms? ✓ Why did the American economic system evolve into a consumer economy?
NJCCCS	KNOWLEDGE	SKILLS
WIDA – Standard 5 Language of Social Studies 6.1.12.A.8.a 6.1.12.A.8.b 6.1.12.A.8.c 6.1.12.C.8.a 6.1.12.D.8.a 6.1.12.C.8.b 6.1.12.D.8.b	Students will know: <ul style="list-style-type: none"> • How government policies were connected to the prosperity of the 20's and the impact of the policies on the consumer and business. • How global marketing of the United States farms and factories compared to the government policies that favored to isolationism. • How did social intolerance, xenophobia, and the fear of anarchists result in government policies restricting immigration, advocacy, and labor organizations. • The causes and results of the Great Migration and how it led to increased racial tensions, violence, restrictive laws, and a rise in repressive organizations. • The social cultural, and technological changes during the war and how it related to the consumer economy and the changing role of women. • The impact of artists, writers, and musicians on American culture and values. 	Students will be able to: Graphic Organizer: Analyze the impact of artists, writers and musicians during the roaring 20's. Independent Writing Assignment: Write a letter to the federal government stating why you think women should or should not have the right to vote. Oral Presentation: Discuss the immigrant laws that passed during the Great Migration. Express your opinion about the laws as an immigrant to the United States. Journal Entry: Write a reflection based on the following thesis “ The flapper represented the emerging power and freedom women experienced during the 1920's”

UNIT III: The Great Depression and the New Deal

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ Poor economic policies, business practices and individual decisions led to the collapse of the American economic system thus leading an economic global crisis. ✓ Franklin D. Roosevelt changed the authority and role of the President. ✓ The Great Depression created a new role between the government and the American citizen. 		<ul style="list-style-type: none"> ✓ How did the Great Depression impact the lives of all socio-economical groups in America and worldwide? ✓ How did the practices and policies of both American government and business lead to the Great Depression? ✓ What factors are used to evaluate the health of the economy? ✓ How did FDR's first and second New Deal reorganize capitalism to ensure prosperity? ✓ Why did the Republican party challenge New Deal ideology? ✓ What groups assisted in shaping FDR's New Deal vision?
NJCCCS	KNOWLEDGE	SKILLS
WIDA Standard 5 Language of Social Studies 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	Students will know: <ul style="list-style-type: none"> • Actions and policies of the United States government contributed to the Great Depression. • How agricultural practices, overproduction and the Dust Bowl intensified the worsening economic situation during the Great Depression. • How the government adjusts and evaluates economic indicators, taxes, interest and spending to restore the health of the economy. • Causes and outcomes of the stock market crash in 1929 on 	Students will be able to: Learning Pairs: Analyze the effects of Great Depression by creating a budget for their fictitious family and socioeconomic status. Learning Group: Construct a newspaper cover that would be published during the Great Depression era. It should include brief articles, pictures and advertisements that examine social or economic issues of the Great Depression. Writing Assignment: Examine photographic images of both rural and urban areas. Write a response to determining which area suffered more as a result of the Great Depression.

UNIT IV: World War II

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ The Creation of the Treaty of Versailles led to the enviable outbreak of World War II. ✓ The atomic bomb changed the global landscape of how wars were fought. ✓ Understanding genocide in the modern world: Holocaust ✓ America becomes a super power as a result of World War II. 		<ul style="list-style-type: none"> ✓ What was the reaction to the Holocaust on an individual, national and global level? ✓ Was the United States justified in dropping the atomic? ✓ How were alliances formed during World War II and what role did geography play in the War? ✓ What was the role of American businesses in the war effort and how did it create new opportunities for women and minorities? ✓ How were minorities stripped of their civil rights during World War II?
NJCCCS	KNOWLEDGE	SKILLS
WIDA – Standard 5 – Language of Social Studies 6.1.12.A.11.a 6.1.12.A.11.b 6.1.12.A.11.d 6.1.12.A.11.e 6.1.12.A.11.c 6.1.12.B.11.a 6.1.12.C.11.a 6.1.12.C.11.b 6.1.12.D.11.a	Students will know: <ul style="list-style-type: none"> • How effective were international agreements after WWI in preventing global disputes and what did the United States do individually try to stay out of conflict. • Why America dropped the Atomic bomb and what were the consequences. • How the United States and other nations reacted to violation of humans during the Holocaust and other genocides and if the United States itself denied individuals civil rights. • What role geography played in the development of weapons. • How America production shifted from domestic to military goods during WWII and what civilian inventions were created as a result and how it impacted the shift back to a domestic goods society. 	Students will be able to: Cooperative Learning Pairs: Persuade fellow class members to believe dropping the atomic bomb on Japan was the right decision or not. In a multi-media presentation, each side will be presented and what their decision would have been and why. Writing Assignment: Create a Holocaust Diary from a first person perspective. Students will have to recreate the experience of a person who experienced the Holocaust. The journal entries will span over for years. Oral Presentation: Create a radio address about the Allied victory over Japan. Map Skills/Writing Assignment: Identify the Island-hopping in the Pacific and the role these battles played in the war effort.

<p>6.1.12.D.11.b 6.1.12.D.11.c 6.1.12.D.11.d 6.1.12.D.11.e</p>	<ul style="list-style-type: none"> • How alliances of certain leaders and nations affected the conduct and outcome of WWII. • The roles of prominent New Jersey industries and citizens during WWII. • Why minority groups expressed a strong sense of nationalism despite discrimination in the military and workforce. • The different perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust and how it led to the creation of international organizations that protect human rights and the impact of these organizations. 	
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UNIT V: Cold War (1945-1970s)

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ✓ The American policy of containment caused the United States military to participate in conflicts around the globe and drove the American political, social and economic agenda. ✓ The use of media had a profound effect on how the American public viewed military conflicts. 		<ul style="list-style-type: none"> ✓ What military crises arise as a result of the American policy of containment? ✓ What role does media play on public support for the Vietnam War? ✓ How did the Cold War motivate American achievement in the fields of science and mathematics?
NJCCCS	KNOWLEDGE	SKILLS
WIDA – Standard 5 – Language of Social Studies 6.1.12.A.12a 6.1.12.A.12.b 6.1.12.A.12.c 6.1.12.B.12.a 6.1.12.C.12.a 6.1.12.D.12.c 6.1.12.C.12..b 6.1.12.C.12.c 6.12.D.12.c 6.1.12.C.12.d 6.1.12.D.12.a	Students will know: <ul style="list-style-type: none"> • What ideological differences and factors contributed to the United States involvement in Cold War conflicts intended to contain communism, and was involvement constitutional. • The effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period. • The implications and outcomes of nuclear development and the Space Race according to the scientific community, government, global and public. • The impact of agricultural innovation on the world economy. • How scientific advancements impacted the national and global economies and daily life and how did these advancements effect global relations. • The role of the public and private sectors in promoting economic growth and ensuring economic stability. 	Students will be able to: Cooperative Learning Pairs: Analyze primary source documents including the Iron Curtain speech, Truman Doctrine, Marshall Plan, NATO, and Warsaw Pact and answer questions based on the documents. sheg.stanford.edu/?q=node/41 Journal Entry: Assume the role of an American soldier in Vietnam writing home to his younger brother discussing his conditions and surroundings and offering advice based on whether or not the younger sibling should honor being drafted or dodge the war and move out of the country. Graphic Organizer: Chart how communism was similar and different in Eastern Europe and Asia. Cooperative Learning Group: Choose a world problem that they would like to see the United Nations act on. Then, discuss how they would like to solve the problem and how they would bring the problem to the attention of the United Nations.

6.1.12.D.12.b 6.1.12.D.12.d 6.1.12.D.12.e 6.1.12.A.15.a 6.1.12.A.15.c 6.1.12.A.15.e 6.1.12.C.15.a 6.1.12.D.15.a 6.1.12.D.15.c	<ul style="list-style-type: none"> • The impact of American governmental policies on independence movements around the globe. • The efforts of the government to eliminate communism and the impact on civil liberties. • How American public support varied for military conflicts in the cold war and what role did media play. • The impact of the United States support of the policies and actions of the United Nations and other international organizations. • The factors that led to the fall of communism around the world and how it influenced global power • . • Why religious tensions and historic differences in the Middle East have led to international conflicts and a debate over oil. 	
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UNIT VI: Civil Rights and Social Change

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">✓ A period of social activism that leads to political reform.✓ Economic opportunities for many and technological advancements laid the framework for modern America.✓	<ul style="list-style-type: none">✓ What social activism measures are used to force political measures that enfranchise and desegregate American society?✓ What factors allowed suburban life to flourish?✓ How did the American youth become involved in the political process?
CPI's:	

NJCCCS	KNOWLEDGE	SKILLS
<p>WIDA – Standard 5 – Language of Social Studies</p> <p>6.1.12.A.13.a 6.1.12.D.13.a 6.1.12.A.13.c</p> <p>6.1.12.B.13.a 6.1.12.C.13.d</p> <p>6.1.12.B.13.b</p> <p>6.1.12.C.13.a</p> <p>6.1.12.C.13.b 6.1.12.C.13.c</p> <p>6.1.12.D.13.b</p> <p>6.1.12.D.13.c</p> <p>6.1.12.D.13.d</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • Supreme Court decisions, legislation, and policies on both the state and federal level to eliminate segregation and discrimination, while promoting civil liberties and equal opportunities. • The factors that led to migration from American cities to suburbs in the 1950s and 1960s, and how this impacted the cities. • The effectiveness of environmental movements and their influence on public attitudes and environmental protection laws. • How individuals and organizations used economic measures as a weapon in the struggle for civil and human rights. • The effectiveness of economic and social policies that combated inflation and poverty in the 1960s and today. • The ideologies, leadership strategies and legacies of Dr. Martin Luther King Jr. and Malcolm X during the Civil Rights era. • The successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. • The extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. 	<p>Students will be able to:</p> <p>Cooperative Learning Pairs: Examine primary source images of suburban communities and primary source excerpts from” Harpers Weekly” and <u>Feminine Mystique</u> using graphic organizers to construct an argument for or against the central historical question: Is the image of the happy 1950’s housewife accurate? Sheg.stanford.edu</p> <p>Oral Presentation/Pairs: Develop a role play in which a teenager tells his/her parents why he/she likes rock n’ roll. The parents tell why they do not like it.</p> <p>Journal Entry: Analyze the struggle both African Americans and whites who protested for equality by writing a diary entry about just being harassed and ridiculed at a sit-in protest in the South.</p> <p>Map Skills: Distinguish the states that were segregation by law, segregation allowed, segregation not allowed and no segregation laws. In a written response, decide how geography played a role in segregation and why.</p>

6.1.12.D.13.e 6.1.12.D.13.f 6.1.12.A.15.b 6.1.12.A.15.f 6.1.12.D.15.b 6.1.12.B.15.a	<ul style="list-style-type: none"> • Why the Peace Corps was created and how its role evolved over time. • The changing role of women in the labor force and the changes that occur in the family structure. • How the other nations view the actions of the United States foreign policies 	
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UNIT VII: Contemporary United States: Interconnected Global Society

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none">✓ Partisanship drives the role of government on social and economic issues.✓ Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society.✓ Expanding economic prosperity and opportunities have bypassed certain groups of Americans.	<ul style="list-style-type: none">✓ How do the Republican and Democratic parties' agendas affect the social, political and economical status of the country?✓ What is the relationship between national government and state government in dealing with immigration, urbanization, environment and eminent domain issues?
<p>CPIs:</p>	

NJCCCS	KNOWLEDGE	SKILLS
<p>WIDA – Standard 5 Language of Social Studies</p> <p>6.1.12.A.14.a 6.1.12.A.14.b 6.1.12.A.14.c</p> <p>6.1.12.A.14.d 6.1.12.B.14.a</p> <p>6.1.12.D.16.a 6.1.12.A.14.e 6.1.12.A.14.f</p> <p>6.1.12.A.14.g 6.1.12.B.14.b 6.1.12.D.14.b</p> <p>6.1.12.B.14.d 6.1.12.C.14.a 6.1.12.C.14.b</p> <p>6.1.12.C.14.c 6.1.12.C.14.d 6.1.12.D.14.d</p> <p>6.1.12.D.14.c 6.1.12.D.14.e 6.1.12.D.14.f</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • The effectiveness of the national government’s checks and balance system during contemporary times. • How the Supreme Court has interpreted the Constitution to define the rights of the individual and recent legislation addressing health, welfare and citizenship status of individuals and groups. • The fairness of the process by which national, state and local officials are elected and what extent nongovernmental organizations affect public policy. • How regionalization, urbanization and suburbanization have led to social and economic reform movements in New Jersey and the United States. • What economic indicators are used to evaluate the effectiveness of state and national fiscal and monetary policies and to what extent government should intervene on the state and national levels on issues related to the economy. • To what extent the labor work force reflects and represents all of American society. • What role religion, multicultural beliefs, products and practices play in shaping contemporary American culture. 	<p>Students will be able to:</p> <p>Writing Assignment: Write about your migration or immigration process and create an oral history by including primary sources to write your story. http://americanhistory.si.edu/onthemove/learning/</p> <p>Cooperative Learning Group: Create a pamphlet explaining the purpose and process to elect the town’s mayor, city council or school board and explain why participation in local government affairs is crucial to their well-being.</p>

6.1.12.D.16.c 6.1.12.C.16.a 6.1.12.C.16.b	<ul style="list-style-type: none"> The factors that led to the widening of the gap between the rich and poor. 	
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**Pacing Chart
Units I-VII
Grade 10-11**

TIME FRAME	TOPIC	PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
September- October	UNIT I: The Emergence of Modern America: World War I	Create a booklet that includes the following about World War I: causes, Nations involved, Events, Weapons, Lives lost, Cost and Making peace. Pictures, drawings, and short explanations should be used for each section.	(Text, Subscriptions, Web-based Programs, Lessons) sheg.stanford.edu/?q=node/41 http://americanhistory.si.edu/onthemove/learning/ United States History (4 th Ed.)(2004): Globe Fearon http://www.eslgamesworld.com/ http://www.ielanguages.com/lessonplan.html http://www.elcivics.com/ http://www.discoveryeducation.com
October- November	UNIT II: The Emergence of Modern America: Roaring Twenties	Write an advertisement for a household product. Explain to buyers how installment plans work. Include pictures and drawings for the advertisement.	
November- December	UNIT III: The Great Depression and the New Deal	Create a role-play in groups. Students may act as a recently unemployed person or relative of, an owner of a bank, a stock broker, a homeless person, or President Hoover. The group will create a scene and develop a script that will be presented in class.	
December-January	UNIT IV: World War II	Present information about an event or person important during World War II in a Power Point presentation.	

February-March	UNIT V: Cold War (1945-1970s)	Develop a three-dimensional project that represents the ideas of the Cold War.	
April-May	UNIT VI: Civil Rights and Social Change	Prepare a television news report about the 1954 Supreme Court decision in Brown v. Board of Education of Topeka.	
May-June	UNIT VII: Contemporary United States: Interconnected Global Society	Write a paper that researches conservation of energy. In the paper, the student will create a plan that allows all Americans to save money by saving energy.	