

Marking Period	Unit 5 Title	Recommended Instructional Days
Marking Period 1/2	ERA 11: The Great Depression and World War II: World War II: (1929-1945)	7-10 Days
NJSLS - United States History: America in the World 6.1 Disciplinary Strand: Disciplinary Concept:		<p>Recommended Activities:</p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● Understanding the Rise of Dictators Pop Up Notes <ul style="list-style-type: none"> ○ One of the first things students need to understand is the rise of dictatorships and fascism in the years before World War II. Hitler in Germany, Joseph Stalin in the Soviet Union, Benito Mussolini in Italy, and militarists in Japan all took power during the 1930s. ● DBQ: Why Did Japan Attack Pearl Harbor? or the A-bomb ● Analyze the US government's response to the Holocaust ● Small group and large group discussions <p>Optional Extension Activities:</p> <ul style="list-style-type: none"> ● World War 2 Radio Show Project <ul style="list-style-type: none"> ○ To help students understand the key battles of WW2, we'll go through a visually engaging PowerPoint in class first. Then, I assign students this fun radio show
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights	
Governments around the world support universal human rights to varying degrees.	6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.	

<p>Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).</p>	<p>6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.</p>	<p>project. Students work together in collaborative learning groups of 3-4 and are assigned one battle.</p> <ul style="list-style-type: none"> ● Salute to Service Plaque Project <ul style="list-style-type: none"> ○ Highlight ways varied groups contributed to the war effort. The most common include: <ul style="list-style-type: none"> ■ Women aka Rosie the Riveter ■ Japanese American Nisei soldiers ■ African Americans and the Tuskegee Airmen ■ American Indians and the Navajo Code Talkers ● Why Did Germans Vote for the Nazi Party? <ul style="list-style-type: none"> ○ Learners new to this history may assume that all Germans or all Nazi voters were antisemites. They may have a simplistic view of the Nazi rise to power. Also, study of the Holocaust often starts with the appointment of Hitler as Chancellor. This lesson encourages consideration of the realities in Germany after World War I and how the Nazi party attracted voters throughout this period. ● Photo Narrative Activity <ul style="list-style-type: none"> ○ All learners bring preconceived notions about the Holocaust to the study of this watershed event. These preconceived notions often include myths, misconceptions, or simplistic narratives framed by each learner's age, experience, and background. Many narratives are too heavily focused on Hitler and the Nazis, for example, or on one particular victim group or experience. ● The Take Over and Invasion and Laws <ul style="list-style-type: none"> ○ Learners new to this history may assume that the Holocaust began as soon as WWII began. Students need to have a clear view of how the takeover of lands co-inside with the Antisemitism that the Nazi regime slowly leaked into the populace. Also, study
<p>Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p>	<p>6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.</p>	
<p>There are multiple and complex causes and effects of historical events.</p>	<p>6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p>	
<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past</p>	<p>6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.</p>	

	<p>6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).</p>	<p>of the Holocaust laws and when and where those laws were put in place.</p> <ul style="list-style-type: none"> ● Pyramid of Hate & Propaganda <ul style="list-style-type: none"> ○ Students are to learn about Nazi propaganda that isolated German Jewry from German society. Students also have an opportunity to consider the role and responsibility of the individual interrupting hate and the escalation of violence. ● Ghettos <ul style="list-style-type: none"> ○ Provides students with an opportunity to learn about the ghettos established throughout Nazi Europe and understand that the ghettos were one phase in the continuum of Nazi racial policies that sought to solve the so-called “Jewish problem”. Students will also view the roles of the Nazis and the Jews within the Ghettos. ● Final Solution <ul style="list-style-type: none"> ○ Provides students to learn about humanity’s darkest chapters. “Final Solution”. Students will be introduced to the term, and their thoughts on what it meant and how it was planned to be carried out. Students will view the many different variations of the “Final Solution”. The preparation, cooperation, and execution of this task were immense. Here students learn how Jews attempted even in the camps to keep their dignity. ● The Survival <ul style="list-style-type: none"> ○ Provides students with an understanding of the political, legal, social, and emotional status of the Jewish survivors. Examine the role of liberators following the fall of Nazi Germany. Learn about the
<p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p>	<p>6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.</p>	
<p>To better understand the historical perspective, one must consider historical context.</p>	<p>6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust</p>	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		

aftermath of displacement camps and liberation camps.

- Compare and Contrast Holocaust to the Rwandan Genocide
 - Holocaust & Rwandan Genocide Survivors Work Together to educate against Hate

Interdisciplinary Connections:

- Science: Research the creation of the flu vaccine and compare it to the creation of the Covid-19 vaccine. Research how scientists discovery of uranium ultimately led to the creation of the atomic bomb
- Economic: Study the stock market and its impact of the 1929 crash on the nation
- Language Arts: Integrate and evaluate content presented in diverse formats, by using graphic novels to study Japanese Incarceration and generational trauma. Write arguments to support claims in an analysis of the causes of WWII, using valid reasoning and relevant and sufficient evidence.

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● **Diversity and Inclusion Law:**

- Review the impact of Rosie the Riveter and how women contributed to the Allies' victory during WWII. Highlighting the contributions of Japanese American Nisei soldiers. Research the bravery of the African Americans and the Tuskegee Airmen. Research and analyze the impact of the American Indians and the Navajo Code Talkers

● **Holocaust Law: N.J.S.A. 18A:35-28**

- Evaluate and analyze the Holocaust and the attempted genocide of the Jewish people. Determine if it could have been avoided, and highlight the importance to stand up and fight against rascism. Analyze the

		<p>comparisons between the Holocaust and Rwandan Genocide.</p> <ul style="list-style-type: none"> ● Amistad Law: N.J.S.A. 18A 52:16A-88 <ul style="list-style-type: none"> ○ Study the contributions of the Tuskegee Airmen during WWII and how their bravery and skill impacted the Allies ability to win WWII ● LGBT+ and Disabilities Law: N.J.S.A. 18A:35-4.35 <ul style="list-style-type: none"> ○ Evaluate and analyze the impact Alex Turning had on cracking the Nazi code and helping the allies win WWII.
Core Ideas:	Performance Expectation:	<p><u>Unit Overarching Essential Question:</u></p> <ul style="list-style-type: none"> ● A. Civics, Government, and Human Rights <ul style="list-style-type: none"> ○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● B. Geography, People, and the Environment <ul style="list-style-type: none"> ○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● C. Economics, Innovation, and Technology <ul style="list-style-type: none"> ○ How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
Political and civil institutions impact all aspects of people’s lives	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	
Governments have different structures which impact development (expansion) and civic participation.	<p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain</p>	

	<p>support for addressing the issue.</p> <p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information</p>	<ul style="list-style-type: none"> ○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function? ● D. History, Culture, and Perspectives <ul style="list-style-type: none"> ○ How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ○ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
<p>Civic participation and deliberation are the responsibility of every member of society</p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>	
<p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints,</p>	
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First</p>	

	<p>Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>	
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or</p>	

	<p>defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>	
<p>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>	<p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p>	

	<p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p>	
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. 	

	<ul style="list-style-type: none"> ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills. 	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● Rosie the Riveter & Women WWII contributions; analyze and assess ● Tuskegee Airmen Activity; analyze and assess ● Holocaust Activity; analyze and assess ● Japanese Soldiers Activity; analyze and assess ● Newsela Articles ● Image Analysis & Graphic Organizers/Gallery Walk ● Map Skills Assignments ● Analyzing Political Cartoons ● Identify and summarize points of view ● Online Games: Quizizz and Quizlet for content and vocabulary respectively ● Quizzes ● Flip Books ● Debates/Discussions ● Data Based Questions ● Document Based Questions 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Document Analysis - Research various topics of the ● DBQ: Why Did Japan Attack Pearl Harbor? <ul style="list-style-type: none"> ○ Essay/Objectives/Debate/Project ● Tests/Assessments 	

<ul style="list-style-type: none"> ● Small and large group discussions ● Peer reviews ● View films ● Listen to audio ● Conduct interviews ● Simulations ● Analyze statistics ● Policy analysis and recommendations ● Persuasive/Expository Writing Prompts 			
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● HMH, <i>American History</i> ● Pearson, <i>The African-American Odyssey</i> ● Pearson's Pacemaker Series, United States History ● Teacher's Curriculum Institute: History Alive! ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA ● Cicero: History Beyond the Textbook ● ArcGIS 	<ul style="list-style-type: none"> ● Skill building activities ● Pearson's Pacemaker Series ● DBQ Online ● ProEd Shorts ● NewsELA ● Videos ● Leveled Assessments ● Choice Boards 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Videos in their native language ● Pearson's Pacemaker Series ● ProEd Shorts ● NewsELA 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Genius Hour Projects ● HMH, <i>American History</i>

Supplemental Resources

Technology:

- Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot,

Other:

- Novels, Periodicals, Maps, artifacts, JStor, ARC’s Research Lab, NewsELA, DBQ Online

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed ● Modify assessments and/or rubrics ● Repeat instructions as needed 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Choice Boards ● Multi-sensory (VAKT) approach during instruction ● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating ● Checks for understanding/review ● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects

	<ul style="list-style-type: none"> ● Break assignments into segments of shorter tasks ● Oral rather than written answers 		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> <ul style="list-style-type: none"> ● Standard 9.1 Personal Financial Literacy ● Standard 9.2 Career Awareness, Exploration, Preparation and Training ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills 	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy
	<p>Core Ideas:</p> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>

	Performance Expectation/s:	Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> ● Critical Thinking & Problem Solving ● Creativity and Innovation ● Collaboration, Teamwork and Leadership ● Cross-Cultural Understanding and Interpersonal Communications ● Communication and Media Fluency ● Accountability, Productivity and Ethics <p>Evaluate resources, understand author bias, and evaluate echo chambers; Uses effective communication and collaboration skills and resources to interact with a global society; Plans, executes, and alters goals in response to changing societal and economic conditions; Seeks to attain skill and content mastery to achieve success in a chosen career path.</p>	

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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