

**COURSE TITLE**

US History 1 207

**LENGTH**

Full Year  
Grade 10

**DEPARTMENT**

Social Studies

**SCHOOL**

Rutherford High School

**DATE**

Revision Date: 8/24/2020

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## US History I 207

### I. Introduction/Overview/Philosophy

This curriculum surveys United States History in the first half of the twentieth century beginning with the Industrial Age through World War II. The focus will be on the social, political and economic factors that developed and evolved in this period.

One of the major purposes of social studies education is to assist students in developing and using skills effectively. With adequate command of skills, students can gain insights concerning their society and develop proper habits of social and intellectual behavior. These skills can be used both in and out of school.

The course additionally meets the New Jersey Student Learning Standards, the New Jersey LGBTQ+, Holocaust/Genocide and Amistad mandates. The history of New Jersey is infused into the curriculum and will parallel United States History. Career education standards are also infused and will help a student understand changes in careers and prepare for future employment.

This course is designed for tenth-grade students in a self-contained special education class. It fulfills the second year social studies requirements for high school graduation.

### II. Objectives

#### Course Outline:

1. The Gilded Age and the Rise of Industrialization 1876-1900
  - a. The Expansion of Industry
    - 1) New Jersey- Thomas Edison, Alexander Hamilton, Great Falls, Bell Labs
    - 2) American Industrialists- Robber Barons or Captains of Industry?- Carnegie, Morgan, Vanderbuilt, etc.
    - 3) political machines
  - b. The Age of Railroads
  - c. City growth
    - 1) Electric trains and urban transit (the trolley)
    - 2) Steel bridges
    - 3) Skyscrapers
  - d. Segregation and Discrimination
    - 1) Jim Crow laws
    - 2) *Plessy v. Ferguson*
    - 3) DuBois vs. Washington
    - 4) NAACP
2. Progressive Reform 1901 - 1920
  - a. Social welfare relieves urban problems
  - b. Moral Reform
    - 1) Prohibition movement grows
  - c. Economic reform
    - 1) Corrupt business activities
      - a) Muckrakers

- d. Political reform
    - 1) Elections- initiative, referendum, reform, recall, Direct election of US senators (17th Amendment)
  - e. President's Progressive Reform
    - 1) Theodore Roosevelt and the Square Deal
      - a) Federal government power
        - i. Trust busting
        - ii. Railroad regulation
      - b) Public issues
        - i. Health protection
          - Upton Sinclair "The Jungle"
          - Meat Inspection Act
          - Pure Food and Drug Act
        - ii. Conservation of natural resources
          - John Muir
          - Gifford Pinchot
    - 2) William Howard Taft
      - a) Payne-Aldrich Tariff
      - b) Break with Roosevelt's progressivism
    - 3) Woodrow Wilson
      - a) 1912 election and the Bull Moose Party
      - b) Women's Suffrage (19th Amendment)
3. American Imperialism
    - a. Imperialism
      - 1) reasons/justifications for imperialism
      - 2) White Man's Burden
      - 3) Annexation of Hawaii
      - 4) Spanish American War
      - 5) Boxer Rebellion
    - b. Theodore Roosevelt
      - 1) The Great White Fleet
      - 2) Imperialistic policy
      - 3) Big stick diplomacy
      - 4) Construction of Panama Canal
  4. World War I
    - 1) Long-term causes
      - a) Nationalism
      - b) Imperialism
      - c) Militarism
      - d) Alliance system
    - 2) Assassination of the Archduke Franz Ferdinand
    - 3) Trench warfare
    - 4) American neutrality
      - a) Opposition to American involvement
      - b) Growing sympathy for Allies
    - 5) United States declares war
      - a) British blockade
      - b) U-boats and unrestricted submarine warfare

- i. the *Lusitania*
      - c) Zimmerman note
      - d) United States declares war
    - 6) World War I at home; The US mobilizes
      - a) Selective Service Act
      - b) Women in war
    - 7) The Western Front
      - a) New weapons
      - b) Major battles
      - d) Armistice Day, 11th day, 11th month, 11th hour
    - 8) Peace
      - a) Wilson's Fourteen Points
      - b) Treaty of Versailles
5. Post WWI American/ The Roaring Twenties
  - a. Prohibition (18th Amendment) - causes and effects
  - b. Science and religion
    - 1) The Scopes Trial
  - b. Anti-immigrant reaction
    - 1) Renewed isolation, nativism, and political conservatism
  - c. Labor unrest
    - 1) Efforts by labor to organize
  - d. The American economic boom
    - 1) Rising living standards
      - a) The automobile
      - b) Household appliances and conveniences
    - 2) The Roaring 20s/ The Jazz Age
      - a) The flapper
    - 3) Mass media culture
      - a) The radio
    - 4) Leisure time/Pop Culture
      - a) Increased interest in sports
      - b) American sports heroes
        - i. Babe Ruth
        - ii. Gertrude Ederle
        - iii. Jack Demsey
      - c) Movies - "The Jazz Singer"
      - d) Charles A. Lindbergh - New Jersey connections
      - e) Literature
        - i. F. Scott Fitzgerald
  - 5) The Harlem Renaissance
    - a) African American writers, performers, and artists
      - i. Langston Hughes
      - ii. Josephine Baker
    - c) African American jazz
      - i. Louis Armstrong
      - ii. Bessie Smith
      - iii. Duke Ellington
6. The Great Depression and the New Deal

- a. Causes of the Great Depression
    - 1) Key industries not profitable
    - 2) Farms
      - a) Falling prices
      - b) The Dust Bowl
    - 3) Rise in credit purchases
    - 4) Uneven income distribution
    - 5) The stock market crash
      - a) Speculation during the 1920s
      - b) Margin buying, lack of cash in the market
      - c) Black Tuesday
  - b. Effects of the Depression
    - 1) People's lives
      - a) Shanty towns
      - b) Soup kitchens
  - c. Comparison of Hoover and Roosevelt and the role of government in the Depression
    - 1) Hoover
      - a) Limit role of government to prevent government from taking too much power
      - b) Philosophy- Rugged American individualism - people succeed through their own efforts
    - 2) Franklin D. Roosevelt
      - a) Government takes an active role in helping the needy
      - b) Gave direct relief and welfare to the needy (work relief)
  - d. The New Deal
    - 1) Relief, Recovery, Reform
    - 2) The New Deal programs fall into one or more of these categories.
      - a) Agricultural Adjustment Act
      - b) Civilian Conservation Corp.
      - c) Glass Stegall Act
      - d) Securities and Exchange Commission
      - e) Emergency Banking Relief Act
      - f) National Industrial Recovery Act
      - g) Tennessee Valley Authority
      - h) Works Progress Administration
      - i) Federal Emergency Relief Act
      - j) Public Works Administration
      - k) National Labor Relations Act
      - l) Fair Labor Standards Act
      - m) Social Security Act
    - 3) The arts in the Depression
      - a) Grapes of Wrath - John Steinback
      - b) Native Son - Richard Wright
      - c) Dorothea Lange- photography
    - e) Legacy of the New Deal
      - a) Effect on America today
7. World War II
    - a. Failure of the Treaty of Versailles
    - b. Rise of dictators
      - 1) Joseph Stalin - Soviet Union

- 2) Benito Mussolini - Italy
- 3) Adolf Hitler- Germany
- 4) Militarism - Japan
- c. United States' response
  - 1) Isolationism
- d. Expansion of Nazism in Europe
  - 1) Munich Conference (The Great Appeasement)
  - 2) Non-aggression Pact - Germany and the Soviet Union
  - 3) Germany invades Poland
- e. The Holocaust
  - 1) Reasons for persecution of the Jews
  - 2) Kristallnacht - night of the broken glass
  - 3) Genocide and the "final solution"
  - 4) Other victims - opponents of Fascism and anyone deemed unfit
  - 5) Concentration camps and slave labor
  - 6) Extermination of 12 million people including 6 million Jews
- f. War in the Pacific
  - 1) Expansion of Japan into Asia and to the Pacific islands
  - 2) December 7, 1941: Pearl Harbor, Hawaii
- g. The Homefront
  - 1) Women in the military
  - 2) Minorities in the military
  - 3) Manhattan Project - the atomic bomb
  - 4) Propaganda by motion pictures, radio, and print materials
  - 5) Internment of Japanese-Americans
  - 6) Rationing
  - 7) Japanese Internment
- h. Major American/Allied offensives
  - 1) D-Day, June 6, 1944
  - 2) Battle of Midway
  - 3) Island hopping strategy
  - 4) The use of the atomic bomb - should it be used and how?
- i. The Peace
  - 1) V-E and V-J Days
  - 2) The Yalta Conference
  - 3) Creation of the United Nations
  - 4) The Potsdam Conference
  - 5) The Nuremberg War Crimes Trials

**Student Outcomes:**

One of the major purposes of social studies education is to assist young people in developing and using skills effectively. With an adequate command of skills, students can gain insights concerning their society and develop proper habits of social and intellectual behavior. Skills can be used both in and out of school. The student who develops a command of social studies skills can carry them into his/her adult years and establish a firm basis for continued learning throughout life. Students will be able to:

- Show mastery of historical vocabulary
- Present a viewpoint in writing and speech
- Use technology to complete research and projects

- Complete a technology-based project and oral presentation
- Locate, organize and evaluate information
- Acquire information through reading, listening and observing
- Interact with others, develop problem solving strategies
- Apply conflict resolution skills
- Distinguish between verifiable and unverifiable data
- Identify central issues
- Orient a map
- Identify and locate physical and political features on maps, globes, photos
- Identify and use map symbols
- Understand and explain geographic settings of historical and current events
- Evaluate influence of geography upon history and culture
- Recognize cartoons as a means of expressing viewpoints
- Relate information obtained from pictures, charts and graphs to that gained from other sources
- Comprehend the historical system of chronology
- Use the vocabulary of time concepts (decade, score, generation, century, era)
- Understand time lines

### ***New Jersey Student Learning Standards***

#### ***CAREER READY PRACTICES***

##### ***CRP1 Act as a responsible and contributing citizen and employee.***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

##### ***CRP2 Apply appropriate academic and technical skills.***

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

##### ***CRP4 Communicate clearly and effectively and with reason.***

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

##### ***CRP5. Consider the environmental, social and economic impacts of decisions.***

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

##### ***CRP6. Demonstrate creativity and innovation.***

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRP7. Employ valid and reliable research strategies.***

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

***CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.***

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRP9. Model integrity, ethical leadership and effective management.***

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRP10. Plan education and career paths aligned to personal goals.***

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRP11. Use technology to enhance productivity.***

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRP12. Work productively in teams while using cultural global competence.***

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

***Strand A. Technology Operations and Concepts***

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

***Strand B. Creativity and Innovation***

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

***Strand C. Communication and Collaboration***

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

***Strand D. Digital Citizenship***

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

***Strand E. Research and Information Fluency***

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

**8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

***Strand B. Technology and Society***

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

**21ST CENTURY LIFE AND CAREERS**

**Standard 9.2 Career Awareness, Exploration, And Preparation**

***Strand C. Career Preparation:***

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

**NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)**

6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

- 6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation
- 6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality
- 6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., *Plessy v. Ferguson*) and state and local governmental policies.
- 6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
- 6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.
- 6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
- 6.1.12.D.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 6.1.12.D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
- 6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
- 6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- 6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.
- 6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
- 6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- 6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
- 6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
- 6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- 6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.

- 6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- 6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
- 6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
- 6.1.12.C.9.c Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
- 6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- 6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.
- 6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
- 6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.C.10.b Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
- 6.1.12.D.10.a Analyze how other nations responded to the Great Depression.
- 6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
- 6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.
- 6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.

- 6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.
- 6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
- 6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
- 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
- 6.1.12.A.11.e 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.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.
- 6.1.12.C.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.
- 6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world
- 6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- 6.1.12.D.11.b 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.
- 6.1.12.D.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.
- 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

### **New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects**

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **III. Proficiency Levels**

This course is open to select classified students in grade 10.

### **IV. Methods of Assessment**

#### *Student Assessment*

The teacher will provide a variety of assessments based on each student's Individual Education Plan (IEP).

- Homework
- Oral presentations
- Class discussion
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Tests and quizzes
- Class participation
- Project Based Assessments

#### *Curriculum/Teacher Assessment*

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

### **V. Grouping**

Students in this course should have been identified by a member of the Child Study Team. Students will be grouped according to grade level.

### **VI. Articulation/Scope & Sequence/Time Frame**

This is a tenth grade, full-year course which fulfills the second-year social studies requirements for high school graduation.

### **VII. Resources**

#### ***Texts/Supplemental Reading/References***

- The Americans, Danzer, DeAlva, Krieger, Wilson, Woloch, McDougal Littell, 2000
- map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.

- DVD's – the social studies office and the high school library maintains DVD's for teacher/ student use for the appropriate units.
- Rutherford High School online data-base and internet resources
- Various texts and resources
- New Jersey Amistad Commission Resources- NJ Department of Education  
[www.nj.gov/education/amistad](http://www.nj.gov/education/amistad)
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education  
[www.nj.gov/education/holocaust/](http://www.nj.gov/education/holocaust/)

### **VIII. Suggested Activities**

- Current Events
- Supplementary Readings
- Book Reviews
- Film Critiques and Reactions
- Class Discussion
- Video-Documentary
- Lecture
- Class Work
- Group Discussion
- Projects
- Homework
- Note Taking
- Interpretation of Manipulative

### **IX. Methodologies**

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination. The following are suggestions, not limits, as to what a teacher will do.

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD's
- Differentiated instruction
- Use of the Internet

### **X. Interdisciplinary Connections**

This course requires the use of basic reading comprehension skills. Students will also be completing written assignments that pertain to the material being presented. They will be asked to integrate literature, art, music, math, science and career transition when discussing the growth and development of the United States. Possible areas of coordination are music, art, and literature of the 1920s, the Harlem Renaissance, the war years, and the Great Depression. This coordination is expected to grow as the curriculum in related areas is revised.

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

### *Differentiation for Support (ELL, Special Education, Students at Risk)*

- Small group instruction
- Modified homework assignments
- Modified assessments
- Outline for writing assessments
- Multiple levels of questioning
- Multi-media approach to accommodate various learning styles
- Guided note taking
- Graphic organizers
- Re-teaching and review
- Allotted time for activities and responses
- Text material annotated and summarized
- Oral and written assignments
- Modification of content and student products
- Re-word essential questions
- Provide extra time
- Peer editing/reviewing
- Inquiry-based instruction

### *Differentiation for Enrichment*

- Provide extension activities
- Adjusting the pace of lessons
- Suggested supplemental reading material
- Multiple levels of questioning
- Higher order thinking skills
- Peer editing/reviewing
- Modification of content and student products
- Varied work option
- Use elevated writing prompts
- Real world problems and scenarios
- Critical and analytical thinking tasks
- Exemplars of varying levels
- Provide supplemental material
- Independent research

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Unit 1: Gilded Age and Rise of Industrialization</b></p> <ul style="list-style-type: none"> <li>• Growth of cities</li> <li>• Growth of Industry</li> <li>• Robber Barons/ Captains of Industry</li> <li>• Political machines</li> <li>• Jim Crow</li> </ul>	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Modified homework assignments</li> <li>• Modified assessments</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Provide extension activities</li> <li>• Adjusting the pace of lessons</li> </ul>	<p>6.1.12.A.5.a 6.1.12.A.5.b                      6.1.12.B.5.a 6.1.12.B.5.b                      6.1.12.C.5.a 6.1.12.C.5.c                      6.1.12.D.5.a 6.1.12.D.5.b                      6.1.12.D.5.c                      6.1.12.D.5.d                      6.3.12.A.2                      6.3.12.D.1                      6.3.12.D.2                      Amistad                      RH.9-10.1-4                      WHST.9-10.1 WHST.9-10.4-8                      CRP1,2,4,5,6,7,8,9,10,11,12                      9.2.12.C.4,7,8                      8.1.12.A.2                      8.1.12.B.1                      8.1.12.C.1                      8.1.12.D.4                      8.1.12.E.1                      8.2.12.B.4</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Classwork-Complete K-W-L Activity on Gilded Age</li> <li>• Current events- How does poor housing and living conditions lead to crime.</li> </ul> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Technology based project: Create a poster on problems of Gilded Age? What does Gilded mean?</li> <li>• Alternative assessment: Discussion on why did political machines exploit immigrants?</li> </ul>

<p><b>Unit 2: Progressivism</b></p> <ul style="list-style-type: none"> <li>• 4 Goals of Progressivism</li> <li>• Problems of Industrialization</li> <li>• Business Regulations</li> <li>• Government corruption</li> <li>• Working conditions</li> <li>• Child labor</li> <li>• Theodore Roosevelt</li> <li>• Square Deal</li> <li>• William Taft</li> </ul>	<p>7 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Outline for writing assessments</li> <li>• Multiple levels of questioning</li> <li>• Multi-media approach to accommodate various learning styles</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Suggested supplemental reading material</li> <li>• Adjusting the pace of lessons</li> </ul>	<p>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          6.3.12.D.2          6.3.12.A.2          RH.9-10.1-4          WHST.9-10.1 WHST.9-10.4-8          CRP1,2,4,5,6,7,8,9,10,11,12          9.2.12.C.4,7,8          8.1.12.A.2          8.1.12.B.1          8.1.12.C.1          8.1.12.D.4          8.1.12.E.1          8.2.12.B.4</p>	<p><i>Formative assessment:</i></p> <ul style="list-style-type: none"> <li>• Debate- Why were progressive reforms necessary?</li> <li>• Class discussion on problems of urbanization</li> <li>• Teddy Roosevelt video questions and discussion</li> </ul> <p><i>Summative assessment:</i></p> <ul style="list-style-type: none"> <li>• Unit Test- opened and objective questions</li> <li>• Project Based Assessment: goals of progressivism</li> </ul>
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<p><b>Unit 3: Imperialism</b></p> <ul style="list-style-type: none"> <li>• Hawaii</li> <li>• Reasons/justification for imperialistic growth</li> <li>• Spanish American War</li> <li>• Teddy Roosevelt’s Big Stick Diplomacy</li> <li>• Boxer Rebellion</li> </ul>	<p>5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Pinpointing essential vocabulary</li> <li>• Jigsaw Activities</li> <li>• Written responses</li> <li>• Re-teaching and review</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Multiple levels of questioning</li> <li>• Higher order thinking skills</li> </ul>	<p>6.1.12.B.6.a 6.1.12.B.6.b          6.1.12.D.6.b          RH.9-10.1-4          WHST.9-10.1 WHST.9-10.4-8          CRP1,2,4,5,6,7,8,9,10,11,12          8.1.12.A.2          8.1.12.B.1          8.1.12.C.1          8.1.12.D.4          8.1.12.E.1          8.2.12.B.4</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Class discussion-How did United States become a global empire?</li> <li>• Socratic seminar- Why did economics create the desire to take over countries for the USA</li> </ul> <p><i>Summative assessments:</i></p> <ul style="list-style-type: none"> <li>• Technology based project: research USA expansion and create a poster</li> <li>• quizzes</li> <li>• Benchmark DBQ “Why did the United States have a desire to expand overseas?”</li> <li>• Unit Test</li> </ul>
<p><b>Unit 4: WWI</b></p> <ul style="list-style-type: none"> <li>• Reasons for outbreak of WWI</li> <li>• US neutrality</li> <li>• Trench warfare</li> <li>• Technology</li> <li>• US intervention</li> <li>• Treaty of Versailles</li> </ul>	<p>5 weeks</p>	<p><i>For Support</i></p> <ul style="list-style-type: none"> <li>• Re-teaching and review</li> <li>• Allotted time for activities and responses</li> <li>• Graphic organizers</li> <li>• Text material annotated and summarized</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Inquiry-based instruction</li> <li>• Peer editing/reviewing</li> </ul>	<p>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          6.3.12.D.2          RH.9-10.1-4          WHST.9-10.1 WHST.9-10.4-8          CRP1,2,4,5,6,7,8,9,10,11,12</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Debate: Should the US enter WW1? If so, should it join the Allies or Axis Powers?</li> <li>• Working in groups, students create a collage illustrating WWI</li> </ul> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Project Based Assessment- Students research and create a website on WWI.</li> </ul>

<p><b>Unit 5: Roaring 20's</b></p> <ul style="list-style-type: none"> <li>• Prohibition</li> <li>• Twenties Woman</li> <li>• Boom times</li> <li>• Education and popular culture</li> <li>• Scopes Trial</li> <li>• Growth of Leisure</li> </ul>	<p>4 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Oral and written assignments</li> <li>• Peer editing/reviewing</li> <li>• Guided notes</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Modification of content and student products</li> <li>• Varied work option</li> <li>• Use elevated writing prompts</li> </ul>	<p>6.1.12.A.8.a          6.1.12.A.8.b          6.1.12.A.8.c          6.1.12.B.8.a          6.1.12.C.8.a          6.1.12.C.8.b          6.1.12.D.8.a          6.1.12.C.8.b          6.3.12.D.2          RH.9-10.1-4          WHST.9-10.1 WHST.9-10.4-8          CRP1,2,4,5,6,7,8,9,10,11,12          9.2.12.C.4,7,8          8.1.12.A.2          8.1.12.B.1          8.1.12.C.1          8.1.12.D.4          8.1.12.E.1          8.2.12.B.4</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Homework- vocabulary on the Roaring Twenties</li> <li>• Discussion on why more people moved from the country to cities during the 1920's?</li> </ul> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Project based assessment: Write a current event on leisure activities</li> <li>• DBQ- Why were the 1920's an era that people started having more leisure time? Explain the factors that using documents</li> </ul>
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<p><b>Unit 6: Great Depression/New Deal</b></p> <ul style="list-style-type: none"> <li>• Cause/ Effects of Great Depression</li> <li>• Impact on Americans</li> <li>• Dust Bowl</li> <li>• FDR</li> <li>• New Deal</li> <li>• Art and Culture</li> <li>• Legacy of New Deal</li> </ul>	<p>7 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Modified homework assignments</li> <li>• Modified assessments</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Real world problems and scenarios</li> <li>• Critical and analytical thinking tasks</li> <li>• Adjusting the pace of lessons</li> </ul>	<p>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          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          6.3.12.C.1          6.3.12.D.2          Amistad          LGBTQ+          RH.9-10.1-4          WHST.9-10.1 WHST.9-10.4-8          CRP1,2,4,5,6,7,8,9,10,11,12          9.2.12.C.4,7,8          8.1.12.A.2          8.1.12.B.1          8.1.12.C.1          8.1.12.D.4          8.1.12.E.1          8.2.12.B.4</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Homework assignments</li> <li>• Classwork-Complete a chart detailing the growth of FDR’s programs to help country.</li> <li>• Current events- What is a recession? How can we prevent another collapse?</li> <li>• Debate: To what extent is the federal government responsible for the welfare and security of the individual?</li> </ul> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Test: create a Google slide presentation on New Deal Programs</li> </ul>
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<p><b>Unit 7/8: World War II</b></p> <ul style="list-style-type: none"> <li>• Dictators of WWII</li> <li>• Causes of WWII</li> <li>• Axis/Allies</li> <li>• Blitzkrieg</li> <li>• Holocaust</li> <li>• Pearl Harbor</li> <li>• Women in WWII</li> <li>• Japanese Internment</li> <li>• D-Day</li> <li>• VE Day</li> <li>• Manhattan Project</li> <li>• Yalta Conference</li> <li>• Nuremberg Trials</li> </ul>	<p>8 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Modification of content and student products</li> <li>• Re-word essential questions</li> <li>• Provide extra time</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>• Exemplars of varying levels</li> <li>• Provide supplemental material</li> <li>• Independent research</li> </ul>	<p>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          Holocaust          LGBTQ+          RH.9-10.1-4          WHST.9-10.1 WHST.9-10.4-8          CRP1,2,4,5,6,7,8,9,10,11,12          8.1.12.A.2          8.1.12.B.1          8.1.12.C.1          8.1.12.D.4          8.1.12.E.1          8.2.12.B.4</p>	<p><i>Formative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Class Discussion on how Mussolini and Hitler were able to rise to power.</li> <li>• Debate on appeasement</li> <li>• Current events- How did Atomic Bomb forever change the world?</li> <li>• Vocabulary quiz on Holocaust terms and names.</li> </ul> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> <li>• Unit Test- opened and objective questions</li> <li>• DBQ on WWII: How and why did the US get involved in WW2 and How did the US become a superpower after the war?</li> </ul>
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