

Winslow Township School District

United States History II

Unit 1: The Emergence of Modern America: World War I (1890–1930)

Overview: United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><u>Unit 1</u></p> <p><i>The Emergence of Modern America: World War I</i></p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.7.a • 6.1.12.HistoryCA.7.b • 6.1.12.EconNM.8.a • 6.1.12.EconNM.7.a • 6.1.12.HistoryCC.6.c: • 6.1.12.CivicsDP.7.a: • 6.1.12.HistoryUP.7.a: • 6.1.12.HistoryCC.7.a • 6.1.12.HistoryCC.8.a • WIDA 1, 5 	<ul style="list-style-type: none"> • Identify the long-term and immediate causes of WWI • Summarize U.S. public opinion about the war • Explain why the U.S. entered the war • Describe how the U.S. mobilized for war • Summarize U.S. battlefield successes • Identify the new weapons and medical problems faced during WWI • Describe U.S. offensives and the end of the war • Explain how business and government cooperated during the war • Show how the government promoted the war • Describe the attacks on civil liberties that occurred • Summarize the social changes that affected African Americans and women • Summarize Wilson’s Fourteen Points • Describe the Treaty of Versailles and international and domestic reaction to it • Explain the consequences of war 	<ul style="list-style-type: none"> • Why does the United States go to war? • What caused World War I? • How did trench warfare and new weapons affect the progress and outcome of World War I? • Why did America join World War I as an Allied Power? How did America's involvement affect the war's outcome? • How did American civilians and government mobilize and respond to the war? • What role did Woodrow Wilson play in the Treaty of Versailles and the end of World War I?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Explain the causes and consequences of World War I • Causes of World War I Battles, Leaders, and Turning Points of World War I • American society during World War I • Treaty of Versailles 		

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Curriculum Unit 1	Performance Expectations		Pacing	
			Days	Unit Days
Unit 1: <i>The Emergence of Modern America: World War I</i>	6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.	2	22
	6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.	2	
	6.1.12.EconNM.8.a	Analyze the push-pull factors that led to the Great Migration	2	
	6.1.12.HistoryCC.6.c:	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power	2	
	6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I	2	
	6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership	2	
	6.1.12.CivicsDP.7.a:	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).	2	
	6.1.12.CivicsDP.7.a:	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).	2	
	6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.	2	

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	6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.	2	
	Assessment, Re-teach and Extension		2	

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Unit 1 Grade 11	
Core Ideas	Performance Expectations
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country. 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration 6.1.12.EconNM.7.a : Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups	6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership 6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.7.a: 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).
There are multiple and complex causes and effects of events from the past.	6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

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Unit 1 Grade 11	
Assessment Plan	
<ul style="list-style-type: none"> • Chapter Graphic Organizer Charts completion and success • Timeline completion and success • Chapter Guided Reading worksheets completion and success • Chapter Graphic Organizer Webs completion and success • Chapter Assessment Quiz Graphic Organizer Webs completion and success • Chapter Outlines completion and success • Chapter Reteaching worksheets completion and success • Unit Assessment Test 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Complete activities interpreting various forms of graphic representations (e.g., maps, charts, graphic organizers). • Use given primary and secondary sources to create an outcome as directed by the question or task. • Analyze cause and/or effect through oral presentations or written or visual work.
Resources	Activities
<ul style="list-style-type: none"> • Ed: Your Friend in Learning • HMH Assessment Workbook • NJ Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • Graphic organizer charting the course from peace to war • Wrap-around discussion when is war necessary? • With classroom technology, analyze primary sources and photographs—life in the trenches.
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

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9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint <https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

Grades 9-12 WIDA Can Do Descriptors:

- Listening Speaking
- Reading Writing
- Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

SL.9-10.4: Present information, findings and supporting evidence clearly, concisely and logically. The content, organization, development and style are appropriate to task, purpose and audience.

NJSLSA.L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.NI.2: Evaluate security measures to address various common security threats.

8.1.12.NI.3: Explain how the needs of users and the sensitivity of data determine the level of security implemented.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.