

Winslow Township School District

United States History II

Unit 2: The Emergence of Modern America: Roaring Twenties

Overview: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><u>Unit 2</u></p> <p><i>The Emergence of Modern America: Roaring Twenties</i></p>	<ul style="list-style-type: none"> • 6.1.12.CivicsHR.8.a • 6.1.12.GeoHE.8.a • 6.1.12.EconET.8.a • 6.1.12.HistoryCC.8.a • 6.1.12.HistoryCC.8.b • 6.1.12.HistoryCC.8.c • 6.1.12.EconNE.6.a • WIDA 1, 5 	<ul style="list-style-type: none"> • Summarize political and social changes after WWI • Identify effects of scandal on Harding’s administration • Summarize impact of automobile and prosperity • Explain ways prosperity was superficial • Describe cultural conflicts of 1920s • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in political and economic landscape • Identify causes and results of changing roles for women • Give examples of developments shaping popular culture of 1920s • Describe the popularization of black culture • Describe cultural conflicts of 1920s • Give examples of developments shaping popular culture of 1920s • Describe the popularization of black culture 	<ul style="list-style-type: none"> • Why did Americans move towards isolationism and nativism? • How did scandal damage Harding’s administration? • How can prosperity be superficial? • How did technology and economic forces shape American life? • Why did urbanization bring conflict? • Why did Prohibition fail? • How did women respond to social and economic changes? • How did youth culture influence Roaring Twenties? • What are the enduring cultural trends of the 1920s? • How did consumer behavior, perceptions of prosperity, and diminished demand on farmers and businesses affect the stock market in the 1920s? • What groups have struggled for change and equality? • How has family life changed socially, technologically, and economically?

Winslow Township School District

United States History II

Unit 2: The Emergence of Modern America: Roaring Twenties

<i>Unit 2: Enduring Understandings</i>	<ul style="list-style-type: none">• Rise of Nativism and Labor Unrest• The Harding Presidency• Rising Standard of Living• Urbanization Brings Conflict• The Twenties Woman• Education and Popular Culture• Harlem Renaissance• W.E.B. Du Bois	
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United States History II

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Curriculum Unit 2	Performance Expectations		Pacing	
			Days	Unit Days
Unit 2: <i>The Roaring Twenties</i>	6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.	1	14
	6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment	2	
	6.1.12.EconET.8.a	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	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	1	
	6.1.12.HistoryCC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.	2	
	6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.	2	
	6.1.12.EconNE.6.a:	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals	2	
	Assessment, Re-teach and Extension		2	

Winslow Township School District

United States History II

Unit 2: The Emergence of Modern America: Roaring Twenties

Unit 2 Grade 11	
Core Ideas	Performance Expectations
Human rights serve as a foundation for democratic beliefs and practices.	6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
Human settlement activities impact the environmental and cultural characteristics of specific places and regions	6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment
Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production	6.1.12.EconET.8.a: 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
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. 6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer
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.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture
Governments and financial institutions influence monetary and fiscal policies.	6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

Winslow Township School District

United States History II

Unit 2: The Emergence of Modern America: Roaring Twenties

Unit 2 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	Alternative Assessments: <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 differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations	<ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates

Winslow Township School District

United States History II

Unit 2: The Emergence of Modern America: Roaring Twenties

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.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.

9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

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

Winslow Township School District

United States History II

Unit 2: The Emergence of Modern America: Roaring Twenties

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](#)

Winslow Township School District

United States History II

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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.