

**Winslow Township School District**  
**United States History II**  
**Unit 4: World War II and Its Aftermath**

**Overview:** This unit traces the rise of dictators, the outbreak of war in Europe, the development of the Holocaust, and the American response to aggression. Students will understand that the Holocaust was an evolutionary process of Nazi state policy from persecution to mass murder. It also follows the military campaigns, political decisions, and efforts on the home front that won WWII. Overall it seeks to explore the major events of the war and how they changed American society.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><u><a href="#">Unit 4</a></u></p> <p><b>World War II and Its Aftermath</b></p>	<ul style="list-style-type: none"> <li>• 6.1.12.CivicsDP.11.a</li> <li>• 6.1.12.CivicsHR.11.a</li> <li>• 6.1.12.CivicsHR.11.b</li> <li>• 6.1.12.EconET.11.a</li> <li>• 6.1.12.EconNM.11.a</li> <li>• 6.1.12.HistoryCC.11.a</li> <li>• 6.1.12.HistoryCA.11.a</li> <li>• 6.1.12.HistoryCA.11.b</li> <li>• 6.1.12.HistoryCC.11.b</li> <li>• 6.1.12.HistoryCC.11.c</li> <li>• 6.1.12.HistoryCC.11.d</li> <li>• WIDA 1,5</li> </ul>	<ul style="list-style-type: none"> <li>• Trace America's response to aggression in Europe and Asia after WWI</li> <li>• Summarize the outbreak of war in Europe</li> <li>• Students will examine policies, laws and teachings in the years immediately following the Nazi assumption of power that led to the Holocaust.</li> <li>• Students will describe the changes that took place in Germany after the Nazis came to power and interpret the impact of the Nuremberg Laws on Jews living in Germany.</li> <li>• Students will investigate the escalation of Nazi policies of persecution which include the following: Kristallnacht; Eugenics Program; Euthanasia Program; Isolation and Deportation of Jews; Einsatzgruppen; Wannsee Conference; and The Final Solution</li> <li>• Describe wartime mobilization of industry, labor, scientists, and the media</li> <li>• Outline the Allied strategy for victory in Europe</li> <li>• Distinguish between the Allied campaigns in Europe and the Pacific</li> <li>• Evaluate the decision to use the atomic bomb</li> <li>• Describe domestic economic and social changes brought by WWII</li> <li>• Compare and contrast opportunities and challenges for minority groups including women, African- Americans, Mexican- Americans, and Japanese-Americans</li> </ul>	<ul style="list-style-type: none"> <li>• How should the U.S. respond to aggression by other nations?</li> <li>• How does appeasement encourage aggression?</li> <li>• Why was the Nazi policy of genocide so effective?</li> <li>• How does mobilization affect a society?</li> <li>• Why was a second front critical to Allied success?</li> <li>• How did the Pacific campaign differ from that in Europe?</li> <li>• What were the arguments for and against using the atomic bomb?</li> <li>• How did efforts on the home front change American society?</li> <li>• How were the experiences of minorities similar and different during WWII?</li> </ul>

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<b><i>Unit 4: Enduring Understandings</i></b>	<ul style="list-style-type: none"><li>• American Isolationism</li><li>• War in Europe</li><li>• The Holocaust</li><li>• From Neutrality to War</li><li>• Mobilizing for War</li><li>• War in Europe and N. Africa</li><li>• War in the Pacific</li><li>• Tuskegee Airmen</li><li>• Home Front</li><li>• Communism</li><li>• Origins of the Cold War</li></ul>	
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Curriculum Unit 4	Standards		Pacing	
			Days	Unit Days
<b>Unit 4: World War II and Its Aftermath</b>	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.	2	33
	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.	3	
	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.	3	
	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.	3	
	6.1.12.EconNM.11.a	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.	3	
	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.	3	
	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.	2	
	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).	3	

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	6.1.12.HistoryCC.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.	3	
	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.	3	
	6.1.12.HistoryCC.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust	3	
	Assessment, Re-teach and Extension		2	

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<b>Unit 4 Grade 11</b>	
<b>Core Ideas</b>	<b>Performance Expectations</b>
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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	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.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
There are multiple and complex causes and effects of historical events.	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.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
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.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
To better understand the historical perspective, one must consider historical context.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</li></ul> |
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**Unit 4 Grade 11**

**Assessment Plan**

- Interpret Map on Rise
- Class Discussion Questions and Answers of Nationalism
- Interpret Map on Aggression by Japan and Italy
- Answer prompts to Analyze Political Cartoon
- Create Web Diagram on Dictators' ambitions
- Form generalization on isolationist policy
- Interpret Map on German Advances
- Create timeline on German expansion
- Create timeline on Nazi actions for Holocaust
- Complete Events/Effect
- Chart for Holocaust
- Ch. Test Assessments
- Question and Answer Interpret Graph (Ex. Production Miracle)
- Analyze a Visual Source (Ex. History Through Film)
- Interpret Map (Ex. Interpret Map for WWII: Europe and Africa, 1942-1944)
- Create Web, Diagram, or Chart (Ex. Ways in Which America Prepared for War)
- Complete Timeline for Major Events in Europe
- Do Point/Counterpoint for Thinking Critically for Atomic Bomb
- Respond to Critical Thinking prompts (Ex. Use of Nuclear Weapons Today)
- Comparison Chart completion and success
- Chapter Reteaching worksheets completion and success
- Timeline completion and success
- Graphic Organizer Webs completion and success

Alternative Assessments:

- Debate
- Oral Report
- Role Playing
- Think Pair Share
- Projects
- Portfolio
- Presentations
- Prezi
- Gallery Walks

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<ul style="list-style-type: none"> <li>• Chapter Guided Reading worksheet completion and success</li> <li>• Chapter Assessment Quizzes</li> <li>• Cause/Effect Chart completion and success</li> <li>• Chapter Guided Reading worksheets completion and success</li> <li>• Graphic Organizer Diagram completion and success</li> <li>• Graphic Organizer Chart completion and success</li> <li>• Venn Diagram completion and success</li> </ul>	
Resources	Activities
<ul style="list-style-type: none"> <li>• <a href="#">Ed: Your Friend in Learning</a></li> <li>• HMH Assessment Workbook</li> <li>• NJ Amistad Commission Interactive Curriculum</li> <li>• NJ Commission on Holocaust Education</li> <li>• <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Class Notes and Vocabulary</li> <li>• Geography Skillbuilder, Map</li> <li>• Analyzing Political Cartoons</li> <li>• Main Idea, Web</li> <li>• Critical Thinking</li> <li>• Main Idea, Taking Notes</li> <li>• Critical Thinking, (#5)</li> <li>• Timeline, Nazi Actions Leading to the Holocaust,</li> <li>• UNIT IV: FROM PERSECUTION TO MASS MURDER: THE HOLOCAUST <ul style="list-style-type: none"> <li>• <a href="https://www.nj.gov/education/holocaust/downloads/curriculum/holocaust_and_genocide_file1.pdf">https://www.nj.gov/education/holocaust/downloads/curriculum/holocaust_and_genocide_file1.pdf</a></li> </ul> </li> <li>• Main Idea, Cause/Effect</li> <li>• Ch. Test</li> <li>• Skillbuilder, Graphs</li> <li>• Skillbuilder, Visual Sources</li> <li>• Critical Thinking, Analyzing Events</li> <li>• Main Idea, Timeline</li> <li>• Thinking Critically, Point/Counterpoint</li> <li>• Thinking Critically, Hypothesizing</li> <li>• Nanking Massacre and other atrocities</li> <li>• <a href="https://www.nj.gov/education/holocaust/curriculum/NankingCurriculum2010.pdf">https://www.nj.gov/education/holocaust/curriculum/NankingCurriculum2010.pdf</a></li> </ul>

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- Geography Skillbuilder, Map
- Critical Thinking, Comparing
- Critical Thinking, Analyzing Issues
- Critical Thinking, Interpreting Maps
- Chapter Test

**Instructional Best Practices and Exemplars**

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| <ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol> | <ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol> |
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**9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness**

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.  
 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

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/>

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**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

**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.
- Peer Support

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading <input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Teacher Modeling</li> <li>• Peer Modeling</li> <li>• Label Classroom Materials - Word Walls</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Students can complete extend research outside of the classroom</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content</li> <li>• Project Based Learning</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• <a href="#">Gifted Programming Standards</a></li> <li>• <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>• <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>
<b>Interdisciplinary Connections</b>	
<p>RH. 11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	

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**Integration of Technology Standards 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.