

**Winslow Township School District**  
**AP United States History**  
**Unit 5: The Emergence of Modern America: Progressives, WWI,**  
**Roaring 20s, Great Depression & New Deal (1890–1939)**

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

Overview	Performance Expectations	Unit Focus	Essential Question
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Winslow Township School District

AP United States History

Unit 5: The Emergence of Modern America: Progressives, WWI,  
Roaring 20s, Great Depression & New Deal (1890–1939)

<p><b>Unit 5</b></p> <p><i>The Emergence of Modern America: Progressives, Roaring 20s, Great Depression &amp; New Deal (1890-1939)</i></p>	<ul style="list-style-type: none"> <li>● 6.1.12.HistoryCA.7.a</li> <li>● 6.1.12.HistoryCA.7.b</li> <li>● 6.1.12.EconNM.8.a</li> <li>● 6.1.12.EconNM.7.a</li> <li>● 6.1.12.HistoryCC.6.c</li> <li>● 6.1.12.CivicsDP.7.a:</li> <li>● 6.1.12.HistoryUP.7.a:</li> <li>● 6.1.12.HistoryCC.7.a</li> <li>● 6.1.12.HistoryCC.8.a</li> <li>● 6.1.12.CivicsHR.8.a</li> <li>● 6.1.12.GeoHE.8.a</li> <li>● 6.1.12.EconET.8.a</li> <li>● 6.1.12.HistoryCC.8.a</li> <li>● 6.1.12.HistoryCC.8.b</li> <li>● 6.1.12.HistoryCC.8.c</li> <li>● 6.1.12.EconNE.6.a</li> <li>● 6.1.12.EconNE.9.a</li> <li>● 6.1.12.GeoHE.9.a</li> <li>● 6.1.12.EconNE.9.b</li> <li>● 6.1.12.EconNE.9.c</li> <li>● 6.1.12.EconNE.9.d</li> <li>● 6.1.12.A.9.a</li> <li>● 6.1.12.HistoryCA.9.a</li> <li>● 6.1.12.HistoryUP.9.a</li> <li>● 6.1.12.CivicsPR.10.a</li> <li>● 6.1.12.CivicsPR.10.b</li> <li>● 6.1.12.GeoHE.10.a</li> <li>● 6.1.12.EconEM.10.a</li> <li>● 6.1.12.EconoNM.10.a</li> <li>● 6.1.12.EconoNM.10.b</li> <li>● 6.1.12.HistoryCA.10.a</li> <li>● 6.1.12.HistoryCA.10.b</li> <li>● 6.1.12.HistoryCA.10.c</li> <li>● WIDA 1, 5</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the long-term and immediate causes of WWI</li> <li>● Summarize U.S. public opinion about the war</li> <li>● Explain why the U.S. entered the war</li> <li>● Describe how the U.S. mobilized for war</li> <li>● Summarize U.S. battlefield successes</li> <li>● Identify the new weapons and medical problems faced during WWI</li> <li>● Describe U.S. offensives and the end of the war</li> <li>● Explain how business and government cooperated during the war</li> <li>● Show how the government promoted the war</li> <li>● Describe the attacks on civil liberties that occurred</li> <li>● Summarize the social changes that affected African Americans and women</li> <li>● Summarize Wilson’s Fourteen Points</li> <li>● Describe the Treaty of Versailles and international and domestic reaction to it</li> <li>● Explain the consequences of war</li> <li>● Summarize political and social changes after WWI</li> <li>● Identify effects of scandal on Harding’s administration</li> <li>● Summarize impact of automobile and prosperity</li> <li>● Explain ways prosperity was superficial</li> <li>● Describe cultural conflicts of 1920s</li> <li>● Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias</li> <li>● Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in political and economic landscape</li> <li>● Identify causes and results of changing roles for women</li> </ul>	<ul style="list-style-type: none"> <li>● Why does the United States go to war?</li> <li>● What caused World War I?</li> <li>● How did trench warfare and new weapons affect the progress and outcome of World War I?</li> <li>● Why did America join World War I as an Allied Power? How did America's involvement affect the war's outcome?</li> <li>● How did American civilians and government mobilize and respond to the war?</li> <li>● What role did Woodrow Wilson play in the Treaty of Versailles and the end of World War I?</li> <li>● Why did Americans move towards isolationism and nativism?</li> <li>● How did scandal damage Harding’s administration?</li> <li>● How can prosperity be superficial?</li> <li>● How did technology and economic forces shape American life?</li> <li>● Why did urbanization bring conflict?</li> <li>● Why did Prohibition fail?</li> <li>● How did women respond to social and economic changes?</li> <li>● How did youth culture influence Roaring Twenties?</li> <li>● What are the enduring cultural trends of the 1920s?</li> <li>● How did consumer behavior, perceptions of prosperity, and diminished demand on farmers and businesses affect the stock market in the 1920s?</li> </ul>
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		<ul style="list-style-type: none"><li>• Give examples of developments shaping popular culture of 1920s</li><li>• Describe the popularization of black culture</li><li>• Describe cultural conflicts of 1920s</li><li>• Give examples of developments shaping popular culture of 1920s</li><li>• Describe the popularization of black culture</li><li>• Summarize political and social changes after WWI</li><li>• Explain ways prosperity was superficial</li><li>• Describe the causes of the stock market crash and Great Depression</li><li>• Explain how the Great Depression affected the economy in the United States and throughout the world</li><li>• Explain how the Depression affected men, women, and children</li><li>• Summarize the actions Hoover took to help the economy and the Bonus Army</li><li>• Describe New Deal work programs</li><li>• Identify the Second New Deal programs aimed at assisting young people and professionals</li><li>• Describe the New Deal's critics and supporters' arguments and positions</li><li>• Identify the entertainment provided by motion pictures, radio, artists, and writers during the Depression</li><li>• Summarize opinions about the effectiveness of the New Deal</li></ul>	<ul style="list-style-type: none"><li>• What groups have struggled for change and equality?</li><li>• How has family life changed socially, technologically, and economically?</li><li>• What happened to banks, business, and world trade in the economic collapse?</li><li>• How did the Depression affect race relations, farm families, women, and psychological conditions of Americans?</li><li>• What types of action did Hoover take to remedy the effects of the Depression?</li><li>• What programs and government influences were included in Franklin Roosevelt's New Deal?</li><li>• How was Franklin Roosevelt's New Deal received by liberals, conservatives, and the Supreme Court?</li><li>• Why was the Second New Deal so popular?</li><li>• How did the New Deal help farmers and labor?</li><li>• How did the New Deal and Eleanor Roosevelt help women advance in American society?</li><li>• What effect did New Deal policies have on labor, agriculture, banking, and finance?</li><li>• Does the government have a responsibility to help its citizens in times of crisis?</li></ul>
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<p><b><i>Unit 5: Enduring Understandings</i></b></p>	<ul style="list-style-type: none"><li>● Explain the causes and consequences of World War I</li><li>● Causes of World War I Battles, Leaders, and Turning Points of World War I</li><li>● American society during World War I</li><li>● Treaty of Versailles</li><li>● Rise of Nativism and Labor Unrest</li><li>● The Harding Presidency</li><li>● Rising Standard of Living</li><li>● Urbanization Brings Conflict</li><li>● The Twenties Woman</li><li>● Education and Popular Culture</li><li>● Harlem Renaissance</li><li>● W.E.B. Du Bois</li><li>● Causes and Effects of the Great Depression</li><li>● Hardships and suffering in America during the Depression, Great Migration and The Dust Bowl</li><li>● Herbert Hoover's involvement and responses to the Depression</li><li>● Franklin D. Roosevelt's New Deal</li><li>● New Deal Programs and their effect on Americans</li><li>● Major Legislative and Judicial Reforms</li><li>● 1930s Culture</li></ul>	
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Curriculum Unit 5	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 5: The Emergence of Modern America: Progressives, WWI, Roaring 20s, Great Depression &amp; New Deal (1890-1939)</b>	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.	1	26
	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.	1/2	
	6.1.12.EconNM.8.a	Analyze the push-pull factors that led to the Great Migration	1/2	
	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	1/2	
	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	1	
	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	1/2	
	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).	1	
	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.	1/2	
	6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.	1/2	

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	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
	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	1/2
	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	1
	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	1/2
	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.	1/2
	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.	1
	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	1
	6.1.12.GeoHE.9.a:	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression	1/2
	6.1.12.EconNE.9.a:	Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).	1
	6.1.12.EconNE.9.b:	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.	1/2
	6.1.12.EconNE.9.c	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.	1/2
	6.1.12.EconNE.9.d	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).	1

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	6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.	1
	6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.	1
	6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.	1
	6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.	1
	6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).	1
	6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.	1
	6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.	1
	6.1.12.EconoNM.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression	1/2
	6.1.12.EconoNM.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.	1/2
	6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).	1
	6.1.12.HistoryCA.10.b	Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.	1/2
	6.1.12.HistoryCA.10.c	Analyze how other nations responded to the Great Depression.	1/2
	<b>Assessment, Re-teach and Extension</b>		<b>1</b>

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<b>Unit 5 Grade 11 &amp; 12</b>	
<b>Core Ideas</b>	<b>Performance Expectations</b>
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.



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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.
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.
Political and economic decisions throughout time have influenced cultural and environmental characteristics	6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression

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Multiple economic indicators are used to measure the health of an economy.	<ul style="list-style-type: none"> <li>● 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).</li> <li>● 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.</li> </ul>
Governments and financial institutions influence monetary and fiscal policies.	<ul style="list-style-type: none"> <li>● 6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.</li> <li>● 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).</li> </ul>
There are multiple and complex causes and effects of historical events	6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
Complex interacting factors influence people’s perspective	6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	<ul style="list-style-type: none"> <li>● 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.</li> <li>● 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).</li> </ul>
Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

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<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>	<ul style="list-style-type: none"><li>● 6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).</li><li>● 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.</li><li>● 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.</li></ul>
<p>Governments and financial institutions influence monetary and fiscal policies.</p>	<ul style="list-style-type: none"><li>● 6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression</li><li>● 6.1.12.EconoNM.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.</li></ul>

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**Unit 5 Grade 11 & 12**

**Assessment Plan**

- 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:

- 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**

- [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/>

**Activities**

- 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**

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

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.

**Philadelphia Mint**

<https://www.usmint.gov/learn/educators/lessons-by-grade>

**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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**Roaring 20s, Great Depression & New Deal (1890–1939)**

Modifications for At-Risk Students	
<p>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</p> <ul style="list-style-type: none"> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Oral prompts can be given.</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> </ul>	
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 extended 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>

**Winslow Township School District**  
**AP United States History**  
**Unit 5: The Emergence of Modern America: Progressives, WWI,**  
**Roaring 20s, Great Depression & New Deal (1890–1939)**

**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.