

# Englewood Public Schools

## United States History II

### High School

## Unit I – WWI to the Great Depression

**Overview:** In this unit, students will examine World War I through the Great Depression, including the Jazz Age and 1920s society. They will complete lessons and activities that further their knowledge of American culture and history while developing their writing and critical thinking skills.

**Time Frame:** 35 to 45 Days

### Enduring Understandings:

*The United States tried for as long as possible to avoid entering World War I.*

*German submarine warfare helped push the United States into World War I.*

*American troops helped the Allies defeat the Central Powers in World War I.*

*The 1920s were a time of rapid social change.*

### Essential Questions:

*What were the main causes of WWI?*

*In what ways did the US respond to the war in Europe?*

*What were conditions like in Europe and in the United States at the end of the war?*

*What were the important provisions of the Treaty of Versailles?*

*How were women's roles changing during the 1920s?*

*How did Mass Media help create common cultural experiences?*

Standards	Topics and Objectives	Activities	Resources	Assessments
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.	<b>Topics</b>  The Road to War  The United States Declares War	Instructors will select text and experiences from <i>American Pathways to Present</i> to provide a foundation of understanding of WWI. <b>(RH.9-10.7)</b>	<b>Text</b>  <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 19 The Word War I Era, 1914-1920	<b>Formative Assessment:</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading Comprehension

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).	Americans on the European Front	Using primary sources, students identify “requirements to be a good soldier” ( <b>RH.9-10.1</b> )	<b>Web-based Resources:</b>  Great War Soldier’s Records, The National Archives <a href="http://www.nationalarchives.gov.uk/education/resources/great-war-soldiers-record/">http://www.nationalarchives.gov.uk/education/resources/great-war-soldiers-record/</a>  World War I Resources, NEA <a href="http://www.nea.org/tools/lessons/60045.htm">http://www.nea.org/tools/lessons/60045.htm</a>  Life in the Trenches: Photograph Analysis, HTI@OSU <a href="http://hti.osu.edu/world-war-one/main/lessonplans/life_in_trenches_photo_analysis">http://hti.osu.edu/world-war-one/main/lessonplans/life_in_trenches_photo_analysis</a>  The Human Cost of War: The Art of Kathe Kollwitz, HTI@OSU <a href="http://hti.osu.edu/history-lesson-plans/european-history/kollwitz_war">http://hti.osu.edu/history-lesson-plans/european-history/kollwitz_war</a>  World War I in Poetry, HTI@OSU <a href="http://hti.osu.edu/history-lesson-plans/european-history/poetry_world_war_one">http://hti.osu.edu/history-lesson-plans/european-history/poetry_world_war_one</a>  The Experiences of African Americans in World War I, HTI@OSU	Questions and Critical Thinking Writing  <b>Summative Assessment:</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter Review and Assessment  <b>Benchmark Assessment:</b> Common Formative Assessment  <b>Alternative Assessments:</b> <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a>  <i>Types of Assessments:</i> <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a>  Performance based evaluation using rubrics ( <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a> )  Portfolio of student work  Oral presentations
6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.	Americans on the Home Front	Instructors can select from 8 lessons from PBS: The Great War.		
	Global Peacemaker			
	Twenty-First Century Themes and Skills include:	<ul style="list-style-type: none"> <li>Lesson 1 - Beginnings and Progressions</li> <li>Lesson 2 – Symbols of the Stalemate</li> <li>Lesson 3 - No One Spared</li> <li>Lesson 4 – Killing Fields</li> <li>Lesson 5 – Breaking Point</li> <li>Lesson 6 – World War I Ends</li> <li>Lesson 7 – the “Failed Peace”</li> <li>Lesson 8 – The Legacy of the “Great War” (<b>RH.9-10.1, SL.9-10.5</b>)</li> </ul>		
	<ul style="list-style-type: none"> <li>The Four C’s</li> <li>Global Awareness</li> <li>Civic Literacy</li> <li>Financial Literacy</li> </ul>			
	<b>Objectives</b>			
	Students will:			
6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.	<ul style="list-style-type: none"> <li>Explain the reasons for WWI</li> <li>Expound upon the ways that the US responded to war in Europe.</li> <li>Describe the ways that American troops helped turn the tide of the war.</li> <li>Illustrate the conditions in the US and Europe after the war.</li> <li>State the outcomes of the Paris Peace Conference.</li> <li>Assert how Americans reacted to the end of the war.</li> </ul>	<p>Students analyze primary source photographs of soldiers and life in the trenches. (<b>CRP2, RH.9-10.1</b>)</p> <p>Students consider the human cost of war by examining Kathe Kollwitz’s prints and diary entries (<b>RH.9-10.7</b>)</p> <p>Student read and analyze poetry from WWI poets (<b>CRP4, RH.9-10.1</b>)</p>		
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.

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.9-10.10. By the end of grade 10, read and comprehend history/social

Students consider the experiences of African Americans in World War I  
**(RH.9-10.7)**

Instructors can select to implement a Project-Based Learning Unit that includes:

1. Tanks
2. Airplanes
3. Submarine Warfare
4. Trench Warfare
5. Biography Posters

**(CRP2)**

<http://hti.osu.edu/history-lesson-plans/european-history/african-americans-world-war-1>

WWI Projects, Learning-thru-PLB  
<https://learning-thru-pbl.wikispaces.com/WWI+Projects>

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.

studies texts in the grades 9-10 text complexity band independently and proficiently.

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.

RH.9-10.10. By the end of grade 10, read and comprehend history/social

Topics	Text	Formative Assessment:
Society in the 1920s	Instructors will select text and experiences from <i>American Pathways to Present</i> to provide a foundation of understanding of the social aspects of the Roaring 20s. <b>(RH.9-10.7)</b>	<i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 20 Postwar Social Change, 1920 – 1929
Mass Media and the Jazz Age		
Cultural Conflicts	Students will watch a video to gain an understanding of the post war period of the 1920s.	<b>Web-based Video:</b> To Live in the 1920s <a href="https://youtu.be/684n8FO68LU">https://youtu.be/684n8FO68LU</a>
Twenty-First Century Themes and Skills include:	Students will explain how the Harlem Renaissance was a “rebirth” for the African American culture through art, music and literature and how it impacted American Society then and now. <b>(CRP11, SL.9-10.5)</b>	Comprehension Questions and Critical Thinking Writing
<ul style="list-style-type: none"> <li>The Four C’s</li> <li>Global Awareness</li> <li>Civic Literacy</li> <li>Financial Literacy</li> </ul>		
Objectives	Text	Summative Assessment:
Students will:		<i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter Review and Assessment
<ul style="list-style-type: none"> <li>Analyze the role of women during the 1920s.</li> <li>Describe how mass media created a common culture.</li> <li>Explain what the Harlem Renaissance was and how its impact on American culture.</li> </ul>	<p>The Great War &amp; the Decadent Roaring Twenties in America <a href="https://youtu.be/fF2MqYjVg50">https://youtu.be/fF2MqYjVg50</a></p> <p><b>Web-based Resources:</b></p> <p>The Harlem Renaissance: Awakening the Black Soul, Teaching the American 20s, Harry Ransom Center <a href="http://www.hrc.utexas.edu/educator/modules/teachingthetwenties/lesson.php">http://www.hrc.utexas.edu/educator/modules/teachingthetwenties/lesson.php</a></p> <p>The 19<sup>th</sup> Amendment and the American Way, Teaching the</p>	<p><b>Alternative Assessments:</b> <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p> <p><i>Types of Assessments:</i> <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a></p> <p>Performance based evaluation using rubrics</p>

studies texts in the grades 9-10 text complexity band independently and proficiently.

- State the effects of Prohibition on society.
- Expound upon the reason for changes in racial tension after WWII.

American 20s, Harry Ransom Center  
<http://www.hrc.utexas.edu/educator/modules/teachingthetwenties/lesson.php>

(<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.

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.

**Topics**  
 A Republican Decade  
 A Business Boom  
 The Economy in the Late 1920s

Instructors will select text and experiences from *American Pathways to Present* to provide a foundation of understanding of the political aspects of the Roaring 20s. **(RH.9-10.1)**

**Text**  
*America Pathways to the Present*, Prentice Hall, 2004, Chapter 21 Politics and Prosperity 1920-1929

**Web-based Resources:**

The Roaring 20s, Ohio Department of Education  
<https://dnet01.ode.state.oh.us/items/details/lessondetail.aspx?id=0907f84c805325e3>

**Formative Assessment:**  
*America Pathways to the Present*, Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing

6.1.12.A.8.b  
 Compare and contrast the global marketing practices of United States factories and farms with American public opinion and

Twenty-First Century Themes and Skills include:  
 • The Four C's  
 • Global Awareness  
 • Civic Literacy  
 • Financial Literacy

Students will create a three dimensional graphic organizer that identifies and analyses the significance of each development (social, economic, and political) of the 1920s. **(9.2.12.C.1, 8.1.12.A.2, CRP4)**

**Summative Assessment:**  
*America Pathways to the Present*, Prentice

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.

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.

### Objectives

Students will:

- State the events that led to the major labor strikes of the 1919?
- Account for the leadership during the Harding and Coolidge Presidencies of the 1920s.
- Consider the role that business and consumers play in a consumer economy.
- State the ways that industrial growth affected the economy of the 1920s.
- Conjecture the reasons why Americans believed that the economy was healthy in the late 1920s.

Students will conduct research on the Presidents of the 1920s Calvin Coolidge and Warren G. Harding and explain how their business policies differed from previous administrations. **(CRP7, RL.9-10.1)**

Students will watch videos to better understand Laissez-Faire Capitalism and economic models. **(CRP11)**

### Web-based Videos:

Laissez Faire Economics  
<https://youtu.be/zCb6L3R5C94>

60 Second Adventures in Economics  
<https://youtu.be/zCb6L3R5C94>

### Prezi Presentation:

The Economy of the Late 1920s  
[http://prezi.com/szmay99ovzjh/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/szmay99ovzjh/?utm_campaign=share&utm_medium=copy&rc=ex0share)

Hall, 2004, Chapter Review and Assessment

### **Alternative Assessments:**

<http://www.schrockguide.net/assessment-and-rubrics.html>

*Types of Assessments:*  
<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie



	based on the topic or subject.			
6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.	<b>Topics</b>  The Stock Market Crash  Social Effects of the Depression	Instructors will select text and experiences from <i>American Pathways to Present</i> to provide a foundation of understanding of the crash and the depression. (RH.9-10.7)	<b>Text</b>  <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 22 Crash and Depression, 1929 – 1933	<b>Formative Assessment:</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing
6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.	Surviving the Great Depression  The Election of 1932	Students will watch a short video about the crash and the Great Depression.	<b>Web-based Video:</b>  The Great Depression <a href="http://www.history.com/topics/great-depression/videos/1929-stock-market-crash">http://www.history.com/topics/great-depression/videos/1929-stock-market-crash</a>	<b>Summative Assessment:</b> <i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter Review and Assessment
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.	Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Financial Literacy</li> </ul> <b>Objectives</b>	Instructors can select to implement a PBL unit on the Great Depression and the New Deal.  Instructors can select from a large variety of lessons from the Federal Reserve Bank of St. Louis:	Great Depression and the New Deal, Mr. Rosedale <a href="https://sites.google.com/a/k12.sd.us/mrrosdahl/american-history/pbl-unit-two---the-great-depression-and-the-new-deal">https://sites.google.com/a/k12.sd.us/mrrosdahl/american-history/pbl-unit-two---the-great-depression-and-the-new-deal</a>	<b>Alternative Assessments:</b> <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a>
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	Students will: <ul style="list-style-type: none"> <li>• Explain the events that led to the stock market crash of 1929.</li> <li>• Describe the main causes of the Great Depression.</li> <li>• Describe the conditions of the Great Depression on Americans.</li> </ul>	<ol style="list-style-type: none"> <li>1. Measuring the Great Depression</li> <li>2. What Do People Say?</li> <li>3. What Really Caused the Great Depression?</li> <li>4. Dealing with the Great Depression</li> <li>5. Turn Your Radio On</li> <li>6. Could It Happen Again? (RH.9-10.7)</li> </ol>	<b>Web-based Resources:</b>  The Great Depression, Federal Reserve Bank of St. Louis <a href="https://www.stlouisfed.org/the-great-depression/curriculum/lesson-plans">https://www.stlouisfed.org/the-great-depression/curriculum/lesson-plans</a>	<i>Types of Assessments:</i> <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a>  Performance based evaluation using rubrics ( <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a> )

<p>parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).</p> <p>C Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.</p> <p>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.</p> <p>6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>6.1.12.D.8.a Explain why the Great Migration led to heightened</p>	<ul style="list-style-type: none"> <li>• State the signs of change Americans noticed in the early 1930s.</li> <li>• Clarify President Hoover's response to the Great Depression.</li> <li>• Explain what the "new deal" was.</li> </ul>	<p>Students watch videos and complete activities regarding the Dust Bowl.</p> <ol style="list-style-type: none"> <li>1. Recollections on the Southern Plains:</li> <li>2. Mechanized Agriculture</li> <li>3. The Wheat Bubble Bursts</li> <li>4. The Depression Comes to the Southern Plains</li> </ol> <p><b>(RH.9-10.7)</b></p> <p>Students put a human face to the Great Depression via the Library of Congress lessons: Personal Stories and Primary Sources: Conversations with Elders <b>(RH.9-10.5)</b></p>	<p>The Great Plow-up The Economics of the Dust Bowl, PBS.org <a href="http://www.pbs.org/kenburns/dustbowl/educators/lesson-plans/">http://www.pbs.org/kenburns/dustbowl/educators/lesson-plans/</a></p> <p>Personal Stories and Primary Sources: Conversations with Elders, Library of Congress <a href="http://www.loc.gov/teachers/classroommaterials/lessons/elder/">http://www.loc.gov/teachers/classroommaterials/lessons/elder/</a></p>	<p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Scavenger Hunt: Create questions based on a topic or a chapter.</p> <p>Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.</p>
	<b>Topics</b>	Students will learn about the Progressive Era and the formation of the NAACP. They	The New Jersey Amistad Commission Interactive Curriculum, Unit Ten,	<b>Formative Assessment:</b>
	NAACP			



racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

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.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.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)

The Great Migration  
WWII Concentration  
Camps

**Objectives**

Students will:

- Consider the contributions of the NAACP to all Americans
- Gain a greater understanding of the Great Migration and the impact it had on African Americans then and today.
- Read and respond to text-based questions regarding concentrations camps.

will examine a United States document, as well as the Declaration of Principles, to determine the rights, protection, and privileges of American citizenship. The teacher should assess the students based on their ability to interpret primary source documents. (**CRP7, CRP8**)

Students will gain a greater understanding of the Great Migration via an Amistad PowerPoint. (**RH.9-10.7**)

Students read about, and response to evidence-based questions regarding concentration camps to gain a stronger understanding of how and who the Germans persecuted in WWII. (**CRP4, SL.9-10.5**)

America Confronts the 20<sup>th</sup> Century and the Emergent Modern America, NAACP Movement

The New Jersey Amistad Commission Interactive Curriculum, Unit Ten, America Confronts the 20<sup>th</sup> Century and the Emergent Modern America, The Great Migration PPT

The New Jersey Amistad Commission Interactive Curriculum, Unit Ten, America Confronts the 20<sup>th</sup> Century and the Emergent Modern America, Concentration Camps and POW Camps in Japan During WWII

<http://www.njamistadcurriculum.net/history/unit/emergent-modern-america/navigations/3581>

The New Jersey Amistad Commission Interactive Curriculum, Unit Ten, America Confronts the 20<sup>th</sup> Century and the Emergent Modern America, Student Assessment, “What is the American Dream and to what extent is it attainable for all Americans?”

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

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.

**Key Vocabulary:** militarism, Central Powers, Allies, U-boat, Sussex pledge, Zimmermann note, Russian Revolution, barrio, Selective Service Act, American Expeditionary Force, Liberty Bond, League of Nations, Versailles Treaty, Red Scare, isolationism, disarmament, Teapot Dome scandal, Kellogg-Briand Pact, Lost Generation, Harlem Renaissance, Scopes trial, Gross National Product, buying on margin, Dow Jones Industrial Average, Black Tuesday, Great Crash, Hooverville, Dust Bowl, Twenty-first Amendment, Hawley-Smoot tariff, Reconstruction Finance Corporation, Bonus Army

#### **Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o 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. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide two sets of textbooks, one for home and one for school</li> <li>● Speak and display terminology</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Word walls</li> <li>● Use peer readers</li> <li>● Give page numbers to help the students find answers</li> <li>● Provide a computer for written work</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Provide concrete examples</li> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA</a>).</li> <li>● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li> </ul>	<ul style="list-style-type: none"> <li>● Increase one on one and small group time</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>● Peer Support</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</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>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Use project-based learning</li> <li>● Structure the learning around explaining or solving a social or community-based issue.</li> <li>● Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>● William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com">https://k12.kendallhunt.com</a></li> </ul>

		<p>lesson.</p> <ul style="list-style-type: none"> <li>• Review behavior expectations and make proper adjustments for personal space or other behaviors as needed.</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<p>/program/william-mary-gifted-social-studies-curriculum</p>
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#### Career Ready Practices:

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

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

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

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

#### Integration of Technology Standards NJSL 8:

**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.

**Integration of 21<sup>st</sup> Century Standards NJSL 9:**

**9.2.12.C.1** Review career goals and determine steps necessary for attainment.

**Interdisciplinary Connections: ELA-NJSLS/ELA:**

**RL.9-10.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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

**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.

**SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.