

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12



Original Adoption:	August, 2026
Created by:	Amy LaBarca & Elise Dugan

Ocean Academy Charter High School Social Studies Curriculum	
Content Area: Social Studies	
Course Title: U.S. History II	
Grade Level: 11/12	
Unit Title	Pacing Guide in Days
<u>Unit 1</u> Era 7: World War I and the Transformation of America Era 8: The 1920s: Culture, Conflict, and Change Holocaust/Diversity and Inclusion/Climate Change/Amistad	20 Days
Era 9: The Great Depression and the Struggle for Recovery Era 10: FDR and the New Deal Era Era 11: World War II and America's Rise as a Global Power Holocaust/Diversity and Inclusion/Climate Change/AAPI/ LGBTQ and Disabilities	25 Days
<u>Unit 3</u> Era 12: Postwar America: Cold War and Conflict Holocaust/Diversity and Inclusion/Climate Change	10 Days
<u>Unit 4</u> Era 13: Civil Rights and Social Change in Postwar America	15 Days

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Holocaust/Diversity and Inclusion/Climate Change/AAP/ LGBTQ and Disabilities/Amistad	
Unit 5 Era 14: Contemporary America: Domestic Challenges and Change Era 15: Modern America: Foreign Policy and Global Conflict Era 16: America in an Interconnected World Holocaust/Diversity and Inclusion/Climate Change/AAP/	20 Days

Ocean Academy Charter High School <u>Unit 1 Overview</u>	
Content Area: Social Studies	
Unit Title: Era 7: World War I and the Transformation of America Era 8: The 1920s: Culture, Conflict, and Change	Duration: 20 Days
Target Course: United States History II	
Introduction: The early twentieth century marked a major turning point in the development of modern American society. The United States' entry into World War I expanded its influence beyond its borders and altered the nation's political, economic, and diplomatic relationships with the rest of the world. The war also produced significant changes at home, including shifts in industry, employment, government policies, and debates over America's role in international affairs. Although the United States emerged from the conflict as an increasingly influential world power, questions about international involvement and isolationism continued to shape national policy. Following the war, the 1920s brought rapid and often conflicting changes to American life. Economic growth, mass production, consumerism, new technologies, and popular entertainment transformed the way many Americans lived and interacted with one another. At the same time, the decade was marked by significant social and political tensions, including debates over immigration, race, religion, gender roles, and traditional versus modern values. Students will examine the growth of cities and industry, the expansion of consumer culture, the influence of mass media, and the emergence of new cultural movements while considering the experiences of Americans who did not share equally in the decade's prosperity.	

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Ocean Academy Charter High School <u>Unit 1 Overview</u>	
Content Area: Social Studies	
Unit Title: Era 7: World War I and the Transformation of America Era 8: The 1920s: Culture, Conflict, and Change	Duration: 20 Days
Through the study of World War I and the 1920s, students will explore how war, economic development, technological innovation, and social change contributed to the emergence of modern America. They will also analyze the tensions between progress and tradition, prosperity and inequality, and international engagement and isolationism that would continue to influence the United States in the decades that followed.	
Disciplinary Concepts for the Unit- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. Standard 8.1 Computer Science Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems. Standard 8.2 Design Thinking Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.	

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Ocean Academy Charter High School <u>Unit 1 Overview</u>	
Content Area: Social Studies	
Unit Title: Era 7: World War I and the Transformation of America Era 8: The 1920s: Culture, Conflict, and Change	Duration: 20 Days
Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35. Diversity and Inclusion C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion. 1. The instruction shall: (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Asian Americans and Pacific Islanders (AAPI) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)	
21st Century Themes and Skills	
“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to	

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Ocean Academy Charter High School <u>Unit 1 Overview</u>	
Content Area: Social Studies	
Unit Title: Era 7: World War I and the Transformation of America Era 8: The 1920s: Culture, Conflict, and Change	Duration: 20 Days
make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”	
Primary Interdisciplinary Connections: English Language Arts	
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Content Standards: New Jersey Student Learning Standards for Social Studies	
6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. 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.	
Core Idea	Performance Expectations
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). Diversity and Inclusion/AAP
Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.	6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I. Diversity and Inclusion
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.
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

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Ocean Academy Charter High School <u>Unit 1 Overview</u>	
Content Area: Social Studies	
Unit Title: Era 7: World War I and the Transformation of America Era 8: The 1920s: Culture, Conflict, and Change	Duration: 20 Days
	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. • 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
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
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. Diversity and Inclusion/Holocaust
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. Climate Change
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. Diversity and Inclusion
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.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Ocean Academy Charter High School <u>Unit 1 Overview</u>	
Content Area: Social Studies	
Unit Title: Era 7: World War I and the Transformation of America Era 8: The 1920s: Culture, Conflict, and Change	Duration: 20 Days
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. Diversity and Inclusion/Amistad • 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.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
L.VL.11-12.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Ocean Academy Charter High School <u>Unit 1 Overview</u>	
Content Area: Social Studies	
Unit Title: Era 7: World War I and the Transformation of America Era 8: The 1920s: Culture, Conflict, and Change	Duration: 20 Days
	C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.PP.11-12.5.	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11-12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
RL.CT.11-12.8.	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
Writing in History, Science and Technical Subjects	
W.AW.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Ocean Academy Charter High School <u>Unit 1 Overview</u>	
Content Area: Social Studies	
Unit Title: Era 7: World War I and the Transformation of America Era 8: The 1920s: Culture, Conflict, and Change	Duration: 20 Days
	A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.IW.11-12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas,

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Ocean Academy Charter High School <u>Unit 1 Overview</u>	
Content Area: Social Studies	
Unit Title: Era 7: World War I and the Transformation of America Era 8: The 1920s: Culture, Conflict, and Change	Duration: 20 Days
	concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.WP.11-12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Ocean Academy Charter High School <u>Unit 1 Overview</u>	
Content Area: Social Studies	
Unit Title: Era 7: World War I and the Transformation of America Era 8: The 1920s: Culture, Conflict, and Change	Duration: 20 Days
W.WR.11-12.5.	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.
WHST.11- 12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11- 12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Civic Financial Responsibility Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.	9.1.12.CFR.1-Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Ocean Academy Charter High School <u>Unit 1 Overview</u>	
Content Area: Social Studies	
Unit Title: Era 7: World War I and the Transformation of America Era 8: The 1920s: Culture, Conflict, and Change	Duration: 20 Days
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	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.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	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.

New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics	6.1.5.GeoGl.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.
---	--

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Analyze the major causes and consequences of World War I and evaluate its impact on the United States and the world.
- Examine the political, economic, and strategic motivations behind U.S. imperialism and explain why the United States sought to expand its influence and territory.
- Locate and identify regions affected by American imperialism and assess the impact of U.S. expansion on those areas.
- Evaluate primary and secondary sources related to American imperialism and use evidence from historical documents to support conclusions.
- Examine the goals and major accomplishments of the Progressive Era and assess how reform movements addressed social, political, and economic problems.
- Describe the nationalism, militarism, imperialism, and alliance systems that contributed to the outbreak of World War I.
- Analyze the events that influenced the United States' decision to enter World War I, including unrestricted submarine warfare, attacks on American shipping, and the Zimmerman Telegram.
- Explain how advancements in military technology changed combat strategies, battlefield conditions, and the overall nature of warfare during World War I.
- Evaluate the major decisions and outcomes of the Treaty of Versailles and assess how unresolved tensions following World War I contributed to future international conflict and the eventual outbreak of World War II.

Unit Enduring Understandings:

Students will know...

- The major regions and nations affected by European and American imperialism.
- The economic, political, and military reasons the United States expanded its influence in Latin America, the Caribbean, the Pacific, and East Asia.
- The diplomatic policies and international developments that increased U.S. influence in the Western Hemisphere and abroad.
- The major goals and reforms associated with the Progressive Era and their impact on government, business, and American society.
- The major causes of World War I, including nationalism, militarism, imperialism, and competing alliances.
- The key events that brought the United States into World War I and shifted public opinion toward participation in the conflict.
- How developments such as machine guns, chemical weapons, tanks, aircraft, and submarines changed the nature of warfare and contributed to unprecedented casualties.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- The role of American troops, resources, industry, and economic support in helping the Allies achieve victory.
- The major outcomes of World War I and the challenges created by the Treaty of Versailles and the postwar peace settlement.

Unit Essential Questions:

- How did the United States expand its influence overseas and establish itself as an emerging global power?
- In what ways did World War I transform the nature of warfare compared with earlier conflicts?
- What economic, political, and international factors contributed to the United States entering World War I?
- How did women contribute to the World War I effort, and in what ways did the war affect the movement for women's suffrage?
- Why did the United States reject the Treaty of Versailles, and what were the consequences of that decision for international relations?
- How did the economic policies of Presidents Harding and Coolidge contribute to the prosperity of the 1920s?
- What factors contributed to the growth of consumerism, mass production, and the stock market during the 1920s?
- How did the economic expansion of the 1920s affect Americans living in cities, suburbs, and rural communities differently?
- How did political scandals, particularly the Teapot Dome scandal, shape public perceptions of Harding's administration?
- What role did the United States assume in international affairs during the 1920s?
- How did new technologies and increased leisure time contribute to the development of a shared mass culture during the 1920s?
- In what ways did women's roles, expectations, and opportunities change during the 1920s?
- How did modernist art and literature express the uncertainty and disillusionment that followed World War I?

Instructional Plan

Suggested Activities	Resources/Texts
DBQs and Mini-DBQs Argumentative Writing Task • How should we handle conflict? World War I was the greatest conflict the world had ever seen. When it began, few could imagine the scope of the devastation it would cause or the millions of lives it would cost. Here was human conflict made worse by human ingenuity. New technology (such as the machine gun) combined with new industrial capability (used to manufacture war goods like artillery shells) to make the war a truly horrific event. There was also conflict	Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Textbook: United States History, Pearson (Savvas Learning) - Text section 12.2 with review questions (crushing dissent in WWI and the great migration)) - Text section 12.6 and review questions (Red scare / KKK activity) - Test Section 12.8 and review questions (Harlem Renaissance) The American Age, Walter LaFeber

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

between humans and a wholly different kind of enemy: disease. In addition, conflicts that did not always escalate into violence took place between the rich and the poor, city- and country-dwellers, and even between horse-drawn wagon drivers and drivers of a new invention called the automobile. Several types of conflicts are listed below. Which type do you think has the most historical significance? Or do they all have the same potential to alter history? Explain your answer.

Explanatory/Informative Writing Tasks

Making connections between current and past events - cause and effects

Compare Effects of Technological Innovations

Identify causes of World War I

Explain technological innovations in the military

Analyze issues of U.S. involvement in World War I

Explain World War I as Turning Point

Analyze Battle of Argonne Forest

-Draw a chart of all the alliances differentiating by shape and color.

-Read and analyze the Zimmerman Telegram.

Analyze and Identify Changes in Political Boundaries

-Map the countries involved in and being taken over by imperialism.

-Examine and compare a map of Europe before and after WWI.

-Debate "Big Stick" Diplomacy

-Treaty of Paris Simulation/Mock treaty of

Versailles legislation to solve a current problem

-Compare and contrast prewar and postwar American society (T-chart)

-Analyze the long term impact of an interventionist foreign policy.

-Compare propaganda from The Spanish-American War to U.S. Propaganda in WWI.

DBQ Project

- Prohibition DBQ

Research and Writing: Zone Rouge (internet based research)

Internet based materials:

- Weblessons.com
 - United Streaming
 - Power Point notes
 - Other educational domain materials
- Video/DVD:

Evidence of Student Learning

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Formative Assessments:

Observations	Questioning
Discussion	Exit/Admit Slips
Learning/Response Logs	Graphic Organizers
Peer/Self Assessments	Practice Presentations
Visual Representations	Kinesthetic Assessments

Constructive Quizzes
Think Pair Share
As I See It
Homework
Class work
Teacher observation
Group participation
Notebook assessment
Project presentations
Class discussions
Do Now
Varied journal prompts, spelling or vocabulary lists
Anchor activities
Choice of review activities
Homework options
Flexible grouping
Varied computer programs
Multiple learning intelligence
Use of graphic organizers
Think-Pair-Share by readiness, interest and/or learning profile
Games to practice mastery of information and skill
Multiple levels of questioning
Jigsaw
Multiple Texts
Alternative Assessments
Modified Assessments
Open Ended Activities/ Assessments

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Whole to part and part to whole explanations
- Varied computer programs
- Stations
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Unit Project
- Socratic Seminar
- Discussion Board (Google Classroom)
- Collaborative Annotation
- Multimedia projects
- Artistic Visual Representations

Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

Special Education:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Peer tutoring
- Preferential seating
- Tiered vocabulary words
- Small group instruction
- Use audios
- Allow extra time to complete assignments or tests
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Students with 504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Pre-written notes
- Class notebook
- Follow 504 plan

Students at Risk of School Failure:

- Tiered systems of support
- Additional parent communication
- Weekly progress reports
- Peer tutoring
- Flexible grouping
- Reinforcement of directions (written & verbal)
- Supplementary visuals, graphic aids, and pictures
- Audio texts
- Graphic Organizers, chapter summaries, and teacher supplied notes
- Modified assignments
- Use visuals
- Frontload vocabulary
- Provide peer tutoring
- Preferential seating

Gifted and Talented:

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use stations and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions - leveled questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills through cognitive rigor
- Organize integrated problem-solving simulations

Multilingual Learners:

- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Assign a picture or movement to vocabulary words
- Pre Teach vocabulary
- Label items in classroom
- Directions, and text supplied in the native language as a reference
- Peer tutoring
- Flexible grouping
- Reinforcement of directions (written & verbal)
- Supplementary visuals, graphic aids, and pictures
- Audio texts
- Graphic Organizers, chapter summaries, and teacher supplied notes
- Modified assignments
- Use WIDA Can-Do Statements

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Additional Differentiation:

Choices of books

Varied journal Prompts

Student-teaching goal setting

Whole-to-part and part-to-whole explorations

Varied computer apps

Varied Supplementary materials

Options for varied modes of expression

Varying scaffolding on same organizer

PBL Units

Computer mentors

Think-Pair-Share by readiness, interest, learning profile

Use of collaboration, independence, and cooperation

Open-ended activities

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Mini-workshops to re-teach or extend skills
Jigsaw
Negotiated Criteria
Games to practice mastery of information
Multiple levels of questions
Note taking skills

To Differentiate Content

- Reading partners/ Reading Buddies
- Read/Summarize
- Read/Question/Answer
- Visual Organizer/Summarizer
- Books on Tape
- Highlights on Tape
- Digests/"Cliff Notes"
- Note-taking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts
- Think-Pair-Share/Preview-Mid-view-Post-view
- Flexible Grouping
- Curriculum Compacting

Varied journal prompts or vocabulary lists : Students are given a choice of different journal prompts or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.

Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.

Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.

Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.

Tic-Tac-Toe Choice Board

(sometimes called "Think-Tac-Toe")

The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or the teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:

- Identify the outcomes and instructional focus
- Design 9 different tasks
- Use assessment data to determine student levels

Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

Supplemental Resources

- The Century- America's Time with Peter Jennings Series (All Eras of 20th Century)
- MPI Series- The 20th Century
- Triangle Shirtwaist Factory Fire
- 20th Century Timeline
- Opposing Viewpoints Series

Teacher Notes

**Ocean Academy Charter High School
Unit 2 Overview**

Content Area: Social Studies

Unit Title:

Era 9: The Great Depression and the Struggle for Recovery

Era 10: FDR and the New Deal Era

Era 11: World War II and America's Rise as a Global Power

Duration: 25 Days

Target Course/Grade Level: United States History II

Introduction:

The Great Depression and World War II were defining periods that reshaped American society, government, and the economy. The economic crisis of the 1930s was influenced by a combination of government policies, business decisions, financial practices, and individual choices, creating widespread unemployment, hardship, and instability. In response, the federal government introduced New Deal programs designed to provide relief, promote economic recovery, and reform financial and social institutions. These efforts significantly expanded the role of the national government in addressing economic and social challenges.

As the nation moved into the 1940s, the United States became increasingly involved in World War II as part of the Allied effort against the expansion and military aggression of Germany, Italy, and Japan. The war transformed the American economy and society while increasing the nation's role in international affairs. At the same time, the wartime experience exposed continuing inequalities at home. African Americans, Asian Americans, and women contributed significantly to the war effort but continued to encounter discrimination and unequal treatment through domestic policies and military practices.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Together, the Great Depression, New Deal, and World War II demonstrate how periods of crisis can reshape government responsibilities, economic life, and the ongoing struggle for equality.

Disciplinary Concepts for the Unit-

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards
(N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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.

Core Ideas

Performance Expectations

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. (Climate Change)

Multiple economic indicators are used to measure the health of an economy.

• 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e.,

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	gross domestic product, the consumer price index, the national debt, and the trade deficit). • 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.
Governments and financial institutions influence monetary and fiscal policies.	• 6.1.12.EconNE.9.c: Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health. • 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).
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. AAP
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.	• 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 (Diversity & Inclusion). • 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).
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. (Diversity & Inclusion)
Governments and financial institutions influence monetary and fiscal policies.	• 6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	• 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
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	• 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). • 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. • 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.
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. (Genocide/Holocaust/Diversity & Inclusion)
Governments around the world support universal human rights to varying degrees.	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. • 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.
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. (Climate Change)
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.	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

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

	prominent New Jersey citizens (i.e., Albert Einstein) in World War II. 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).
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. Holocaust / AAPI
To better understand the historical perspective, one must consider historical context.	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. • 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. (Diversity & Inclusion)
Historical sources and evidence provide an understanding of different points of view about historical events.	6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
L.VL.11-12.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	the course of a text or discussion. D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.PP.11-12.5.	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11-12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
RL.CT.11-12.8.	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
Writing in History, Science and Technical Subjects	
W.AW.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

	knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.IW.11-12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing)

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.WP.11-12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11-12.5.	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.
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Civic Financial Responsibility The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.
Economic and Government Influences There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.3: Explain how individuals and businesses influence government policies. 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies. 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interaction of Technology and Humans	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	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.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Examine the social, cultural, economic, scientific, and demographic transformations that shaped American life during the 1920s and 1930s.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Analyze the economic conditions and financial practices that contributed to the collapse of the 1920s economic boom.
- Explain how the United States responded to international events and gradually moved away from isolationism during the years leading to World War II.
- Evaluate the major goals, programs, and effects of the New Deal and its influence on the role of the federal government.
- Describe the political, economic, and social conditions that contributed to the development and expansion of totalitarian governments in Europe and Asia.
- Investigate the origins, development, and consequences of the Holocaust.
- Assess the factors that influenced the United States' decision to enter World War II.
- Analyze the military strategies, resources, and contributions of the Allied nations that led to the defeat of the Axis powers.

Unit Enduring Understandings:

Students will understand that...

- Economic instability during the late 1920s, including excessive borrowing, speculation, unequal wealth distribution, agricultural problems, and the stock market crash, contributed to the Great Depression.
- The Great Depression created widespread unemployment, poverty, hunger, homelessness, and financial hardship throughout the United States.
- Environmental disasters such as the Dust Bowl intensified the economic crisis and contributed to significant migration from the Great Plains.
- Franklin D. Roosevelt and the New Deal introduced a broad range of federal programs intended to provide relief, promote recovery, and reform the nation's economic system.
- The New Deal permanently expanded expectations for the federal government's involvement in economic and social issues.
- Popular entertainment, literature, radio, film, and other forms of culture provided Americans with opportunities for recreation and escape during the difficult years of the 1930s.
- Economic hardship, political instability, nationalism, militarism, and expansionist policies contributed to the rise of aggressive totalitarian regimes.
- The United States initially sought to avoid direct military involvement in World War II, but increasing international aggression and the attack on Pearl Harbor changed American policy.
- American military forces, industrial production, technological resources, and economic support made significant contributions to the Allied war effort.
- The Holocaust resulted from Nazi racial ideology, antisemitism, persecution, discriminatory policies, and the systematic mass murder of millions of people, including approximately six million Jews.
- World War II transformed the American economy, helped bring an end to the Great Depression, and strengthened the United States' position as a major global power.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Unit Essential Questions:

- How did economic, environmental, and financial problems combine to create the Great Depression?
- In what ways did the Great Depression affect different groups and regions of the United States?
- How did the New Deal change the relationship between the federal government and the American people?
- What political and economic conditions allowed totalitarian governments to gain power during the 1930s?
- How and why did the United States move from a policy of neutrality toward active participation in World War II?
- What factors influenced America's decision to enter the war following years of limited involvement?
- How did World War II differ from earlier conflicts in terms of strategy, technology, production, and its impact on civilians?
- What circumstances led to the Holocaust, and how did Nazi policies develop into systematic mass murder?
- How did Allied military strategies and American resources contribute to the eventual defeat of the Axis powers?
- In what ways did the Great Depression and World War II reshape the role of the United States at home and around the world?

Instructional Plan

Suggested Activities	Resources/Texts
DBQs and Mini-DBQs Argumentative Writing Task Explanatory/Informative Writing Tasks Making connections between current and past events - cause and effect -Use primary source documents to examine Immigration, the KKK and the Scopes Trial. -Stock market Simulation. - Use projector and NASDAQ.com to examine economic trends in market and economy in recent weeks/months -Have students take a modern cartoon and apply it to a topic from the 1920's. -Examine the Dust Bowl photographs of Dorothea Lange -DBQ-The 1920's has been characterized as a decade of economic, social, and cultural change. Use primary sources to analyze the extent to which the first world war and consumerism affected US society during this period.	Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Textbook: United States History, Pearson (Savvas Learning) - Text section 13.2 and review (the dust bowl) - Text section 14.3 and review (homosexuality and the military) - Text section 14.5 and review (Japanese Internment) - Page 743-744: Analysis of UN Charter DBQ Project Binders - DBQ: The Bombing of Pearl Harbor - DBQ: The Dust Bowl Primary source activity: Using documentary evidence to combat holocaust denial Analysis of footage / photographs from the 1930's to understand the media's portrayal of Roosevelt's disabilities

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

-Write a letter to Hoover from a Bonus Army member. -US Neutrality Policy Simulation. - Discussion of war measure including Japanese internment -Compare and contrast Hoover, and FDR's strategies for solving the Great Depression. -Evaluate the ways in which the American public was inspired by FDR's spirit and positivity despite his infliction with Polio. - Read samples of Mein Kampf and critique for style and content. -Use primary sources to prove genocide in the Holocaust. -Created the front page of a newspaper. Must have one sports article, two ads and two feature stories.	The American Age, Walter LaFeber
Evidence of Student Learning	
Formative Assessments: Observations Discussion Learning/Response Logs Peer/Self Assessments Visual Representations Constructive Quizzes Think Pair Share As I See It Homework Class work Teacher observation Group participation Notebook assessment Project presentations Class discussions Do Now Varied journal prompts, spelling or vocabulary lists Anchor activities Choice of review activities Homework options Questioning Exit/Admit Slips Graphic Organizers Practice Presentations Kinesthetic Assessments	

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

Flexible grouping
Varied computer programs
Multiple learning intelligence
Use of graphic organizers
Think-Pair-Share by readiness, interest and/or learning profile
Games to practice mastery of information and skill
Multiple levels of questioning
Jigsaw
Multiple Texts
Alternative Assessments
Modified Assessments
Open Ended Activities/ Assessments

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Whole to part and part to whole explanations
- Varied computer programs
- Stations
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Unit Project
- Socratic Seminar
- Discussion Board (Google Classroom)
- Collaborative Annotation
- Multimedia projects
- Artistic Visual Representations

Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

Special Education:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Peer tutoring
- Preferential seating
- Tiered vocabulary words
- Small group instruction
- Use audios
- Allow extra time to complete assignments or tests
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Students with 504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Pre-written notes
- Class notebook
- Follow 504 plan

Students at Risk of School Failure:

- Tiered systems of support
- Additional parent communication
- Weekly progress reports
- Peer tutoring
- Flexible grouping
- Reinforcement of directions (written & verbal)
- Supplementary visuals, graphic aids, and pictures
- Audio texts
- Graphic Organizers, chapter summaries, and teacher supplied notes
- Modified assignments
- Use visuals
- Frontload vocabulary
- Provide peer tutoring
- Preferential seating

Gifted and Talented:

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use stations and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions - leveled questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills through cognitive rigor
- Organize integrated problem-solving simulations

Multilingual Learners:

- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Assign a picture or movement to vocabulary words
- Pre Teach vocabulary
- Label items in classroom
- Directions, and text supplied in the native language as a reference
- Peer tutoring
- Flexible grouping
- Reinforcement of directions (written & verbal)
- Supplementary visuals, graphic aids, and pictures
- Audio texts
- Graphic Organizers, chapter summaries, and teacher supplied notes
- Modified assignments
- Use WIDA Can-Do Statements

Additional Differentiation:

Choices of books

Varied journal Prompts

Student-teaching goal setting

Whole-to-part and part-to-whole explorations

Varied computer apps

Varied Supplementary materials

Options for varied modes of expression

Varying scaffolding on same organizer

PBL Units

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Computer mentors
Think-Pair-Share by readiness, interest, learning profile
Use of collaboration, independence, and cooperation
Open-ended activities
Mini-workshops to re-teach or extend skills
Jigsaw
Negotiated Criteria
Games to practice mastery of information
Multiple levels of questions
Note taking skills

To Differentiate Content

- Reading partners/ Reading Buddies
- Read/Summarize
- Read/Question/Answer
- Visual Organizer/Summarizer
- Books on Tape
- Highlights on Tape
- Digests/"Cliff Notes"
- Note-taking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts
- Think-Pair-Share/Preview-Mid-view-Post-view
- Flexible Grouping
- Curriculum Compacting

Low Prep Strategies

Varied journal prompts or vocabulary lists : Students are given a choice of different journal prompts or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.

Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.

Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.

Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify,

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.

Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.

Tic-Tac-Toe Choice Board

(sometimes called "Think-Tac-Toe")

The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or the teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:

- Identify the outcomes and instructional focus
- Design 9 different tasks
- Use assessment data to determine student levels

Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Supplemental Resources

Internet based materials:

- Weblessons.com
- United Streaming
- Power Points
- Other educational domain materials Video/DVD:
- **History of Antisemitism and the Holocaust**

Teacher Notes

Ocean Academy Charter High School
Unit 3 Overview

Content Area: Social Studies

Unit Title:

Era 12: Postwar America: Cold War and Conflict

Duration: 10 Days

Target Course/Grade Level: United States History II

Introduction:

Following World War II, the United States entered a new era defined by rising tensions with the Soviet Union and the spread of communism around the world. Although the two superpowers did not engage in a direct large-scale war against one another, their competing political, economic, and ideological systems created a prolonged global rivalry known as the Cold War. This conflict shaped international relationships, military strategies, and American foreign policy for more than four decades.

Cold War tensions influenced events far beyond the relationship between the United States and the Soviet Union. Competition for global influence contributed to conflicts and political struggles in regions throughout Europe, Asia, Latin America, and the Middle East. The United States developed policies and alliances intended to contain the spread of communism, while the threat of nuclear warfare led to an ongoing arms race and increased concerns about national security.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

The Cold War also had a significant impact within the United States. Fear of communist influence contributed to investigations, political tensions, and concerns about loyalty and national security. American society was influenced by the possibility of nuclear conflict, military competition, and changing attitudes toward government and foreign affairs. Over time, events such as the Korean War, the Vietnam War, the Cuban Missile Crisis, the Space Race, and the arms race demonstrated how Cold War competition affected both domestic life and international relations. The period ultimately transformed America's role in the world and influenced U.S. policies and society long after the Cold War began.

Disciplinary Concepts for the Unit-

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

(N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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.

Core Ideas

Performance Expectations

Advancements in technology, investments in capital goods, and human capital increase

6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

productivity, economic growth, and standards of living.	the scientific community, the government, and the people.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy. Climate Change
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.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability. Diversity and Inclusion
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East. I 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. Holocaust 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations. 6.1.12.HistoryCC.12.e: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
Historical sources and evidence provide an understanding of different points of view about historical events.	6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. Holocaust and Genocide 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
Historical sources and evidence provide an understanding of different points of view about historical events.	6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

	(e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
L.VL.11-12.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.PP.11-12.5.	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11-12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
RL.CT.11-12.8.	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context,

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
Writing in History, Science and Technical Subjects	
W.AW.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.IW.11-12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas,

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.WP.11-12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11-12.5.	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.
WHST.11- 12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11- 12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Economic and Government Influences There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	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.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical	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.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	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.
--	--

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Analyze the major political, economic, social, and demographic changes that transformed the United States following World War II.
- Explain how the United States and Soviet Union emerged as competing superpowers and compare the political, economic, and ideological objectives of each nation.
- Examine the causes and consequences of early Cold War conflicts and assess how tensions between the superpowers affected international relations.
- Evaluate the development of U.S. foreign policy in response to the spread of communism in Europe, Asia, Latin America, and the Middle East.
- Analyze the causes, major events, and outcomes of the Korean War and explain how the conflict reflected broader Cold War tensions.
- Assess how fears of communism and concerns about national security influenced American politics, government actions, and individual freedoms.
- Investigate the major events and milestones of the Civil Rights Movement and explain how activists, organizations, court decisions, and federal action challenged racial discrimination.
- Analyze how postwar economic growth affected employment, consumerism, housing, family life, and standards of living.
- Examine patterns of migration and population growth, including movement to suburbs and the Sunbelt, and evaluate their effects on American communities.
- Use historical evidence to develop and defend interpretations about whether the changes experienced by Americans during the postwar era represented progress, conflict, or a combination of both.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Unit Enduring Understandings:

Students will know...

- The end of World War II established the United States and Soviet Union as dominant global powers whose competing ideologies contributed to a prolonged Cold War.
- Cold War competition extended beyond Europe and influenced political conflicts, military confrontations, alliances, and foreign policy decisions throughout the world.
- The Korean War demonstrated how Cold War rivalries could develop into direct military conflict without becoming a full-scale war between the United States and Soviet Union.
- Fear of communist expansion influenced American foreign policy while also contributing to investigations, accusations, and restrictions that raised questions about individual rights and civil liberties.
- The postwar United States experienced substantial economic growth, increased consumer spending, and expanding access to new technologies and products, although prosperity was not shared equally by all Americans.
- Suburbanization and migration to the Sunbelt reshaped the nation's population, economy, political landscape, and patterns of community development.
- The growth of the postwar economy contributed to changes in family life, popular culture, technology, education, and expectations for the American standard of living.
- The Civil Rights Movement challenged longstanding systems of segregation and discrimination through activism, legal action, grassroots organizing, and federal intervention.
- African Americans and other marginalized groups continued to confront discrimination despite the nation's growing prosperity and its stated commitment to democratic ideals.
- Technological developments and political events during the postwar era affected how Americans lived, communicated, worked, traveled, and understood their place in the world.
- The postwar period was characterized by both significant economic and technological progress and continuing political, social, and racial conflicts.

Unit Essential Questions:

- How did World War II change the position of the United States within the international community?
- Why did the United States and Soviet Union become rivals following World War II, and what made their competing interests difficult to reconcile?
- How did the Cold War influence American decisions in different regions of the world?
- In what ways did the Korean War demonstrate the global nature of Cold War competition?
- How did concerns about communism affect American society, government, and individual freedoms?
- To what extent did Cold War policies change the way Americans understood national security and their role in world affairs?
- How did economic prosperity reshape everyday life and popular culture in the United States during the 1950s?
- Why did large numbers of Americans move to suburban communities and the Sunbelt, and what were the consequences of these population shifts?
- How did technological developments contribute to changes in American society during the postwar era?
- Why did the Civil Rights Movement gain momentum during the postwar period, and what strategies were used to challenge inequality?

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- How did the struggle for civil rights expose differences between American democratic ideals and the experiences of many citizens?
- In what ways did postwar prosperity coexist with racial, economic, and social inequalities?
- How did the political and demographic changes of the postwar era reshape American communities and national life?
- Which changes of the postwar period had the greatest impact on the United States, and why?
- How can the postwar era be understood as a period of both opportunity and conflict?

Instructional Plan

Suggested Activities	Resources/Texts
-Use primary sources to analyze and critique Stalin's election speech, the Iron Curtain speech, Kennan's "long Telegram", the Truman Doctrine, and the Marshal Plan. -McCarthy vs. Washington simulation. -Simulate the Downwinders legal case against the government. -North Korean Group threat Assessment -Reaction paper-Examine the origins and the validity of the warnings in Eisenhower's farewell address. -Examine causes of the Cold War using primary sources -Analyze economic, political, and social changes in America as a result of the Cold War. -Analyze and critique McCarthyism and the HUAC. -Reasons we entered Korea -Examine the impact of Sputnik on America -Examine lost opportunities to relax cold war tensions. -DBQ- Use primary sources to examine cold war fears after WWII, and how successful was the Eisenhower administration in confronting those fears. -DBQ-Use primary sources to examine the role propaganda played in preparing the American public and economy to combat communism.	Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Textbook: United States History, Pearson (Savvas Learning) - Text section 15.4 and review (McCarthyism) - Text section 15.5 and review (desegregation of the military) - Text section 15.6 and review (mass ownership of cars / interstate highways) - <i>The American Century</i> by Walter Lafeber DBQ Binder - DBQ: Containing Communism

Evidence of Student Learning

Formative Assessments:

- Map exercises
- Group research and presentations.
- Tests: essay, multiple choice, short answer, map.
- Creative Writing from points of view

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Written and/or oral discussions/debates
- Book reports
- PowerPoints, Web Pages
- Current event reports
- Exit Tickets
- Reading quiz
- Thesis and opinion Essays
- Facilitation grids
- Whiteboards
- Exit cards
- Sign language/gestures
- Do-Nows
- Puzzles
- Temperature gauges (thumbs up/thumbs down, 3 finger check, etc.)
- Graphic organizers
- Question/Answer
- Flash cards
- 3-2-1
- Reader Response Journals
- Writer's Notebook
- Teacher-Student anecdotal notes
- Teachers-Student conferences
- Content Facilitation Grid

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes

Benchmark Assessments:

- Research based writing assignments
- Argumentative Writing
- Evidence-based Writing
- Primary Source/Secondary Source Reading and Writing Analysis
- Teacher-created pre-assessments
- Teacher-created post-assessments

Alternative Assessments :

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Whole to part and part to whole explanations
- Varied computer programs
- Stations
- Graphic organizers

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Unit Project
- Socratic Seminar
- Discussion Board (Google Classroom)
- Collaborative Annotation
- Multimedia projects
- Artistic Visual Representations

Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

Special Education:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Peer tutoring
- Preferential seating
- Tiered vocabulary words
- Small group instruction
- Use audios
- Allow extra time to complete assignments or tests
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Students with 504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Pre-written notes
- Class notebook
- Follow 504 plan

Students at Risk of School Failure:

- Tiered systems of support
- Additional parent communication
- Weekly progress reports
- Peer tutoring
- Flexible grouping
- Reinforcement of directions (written & verbal)
- Supplementary visuals, graphic aids, and pictures
- Audio texts
- Graphic Organizers, chapter summaries, and teacher supplied notes

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Modified assignments
- Use visuals
- Frontload vocabulary
- Provide peer tutoring
- Preferential seating

Gifted and Talented:

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use stations and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions - leveled questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills through cognitive rigor
- Organize integrated problem-solving simulations

Multilingual Learners:

- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Assign a picture or movement to vocabulary words
- Pre Teach vocabulary
- Label items in classroom
- Directions, and text supplied in the native language as a reference
- Peer tutoring
- Flexible grouping
- Reinforcement of directions (written & verbal)
- Supplementary visuals, graphic aids, and pictures
- Audio texts
- Graphic Organizers, chapter summaries, and teacher supplied notes
- Modified assignments
- Use WIDA Can-Do Statements

Additional Differentiation Options:

Choices of books

Varied journal Prompts

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Student-teaching goal setting
Whole-to-part and part-to-whole explorations
Varied computer apps
Varied Supplementary materials
Options for varied modes of expression
Varying scaffolding on same organizer
Let's Make a Deal projects
PBL Units
Computer mentors
Think-Pair-Share by readiness, interest, learning profile
Use of collaboration, independence, and cooperation
Open-ended activities
Mini-workshops to re-teach or extend skills
Jigsaw
Negotiated Criteria
Games to practice mastery of information
Multiple levels of questions
Note taking skills

To Differentiate Content

- Reading partners/ Reading Buddies
- Read/Summarize
- Read/Question/Answer
- Visual Organizer/Summarizer
- Books on Tape
- Highlights on Tape
- Digests/"Cliff Notes"
- Note-taking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts
- Think-Pair-Share/Preview-Mid-view-Post-view
- Flexible Grouping
- Curriculum Compacting

Low Prep Strategies

Varied journal prompts or vocabulary lists : Students are given a choice of different journal prompts or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.

Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.

Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.

Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)

High Prep Strategies

Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.

Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.

Tic-Tac-Toe Choice Board

(sometimes called "Think-Tac-Toe")

The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or the teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:

- Identify the outcomes and instructional focus

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Design 9 different tasks
- Use assessment data to determine student levels

Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Supplemental Resources

Internet based materials:

- Weblessons.com
- Other educational domain materials Video/DVD:
- 20th Century Timeline

Teacher Notes

Ocean Academy Charter High School
Unit 4 Overview

Content Area: Social Studies

Unit Title:

Era 13: Civil Rights and Social Change in Postwar America

Duration: 15 Days

Target Course/Grade Level: United States History II

Introduction:

The Civil Rights Movement was a transformative period in American history marked by widespread activism, social conflict, political debate, and efforts to challenge longstanding systems of racial discrimination and inequality. During the postwar era, individuals, community organizations, legal advocates, and grassroots movements worked to confront segregation and unequal treatment and to expand the rights and opportunities available to African Americans and other historically marginalized groups. The movement drew attention to the gap between the democratic ideals of the United States and the experiences of many Americans who continued to face discrimination in education, employment, housing, voting, and public life.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

The struggle for civil rights developed through a combination of legal challenges, grassroots organizing, protests, boycotts, marches, and other forms of activism. Landmark developments, including the Supreme Court's 1954 decision in *Brown v. Board of Education*, challenged the legal foundations of segregation and helped provide momentum for a broader movement. As the movement gained national attention, activists and political leaders pressured the federal government to take a more active role in protecting constitutional rights and addressing racial discrimination.

Federal action produced significant changes during the 1960s. The Civil Rights Act of 1964 prohibited discrimination in areas such as public accommodations and employment, while the Voting Rights Act of 1965 addressed discriminatory barriers that had prevented many African Americans from exercising their right to vote. These developments represented important changes in the relationship between the federal government, states, and individual citizens.

At the same time, the Civil Rights Movement was not a simple or peaceful process of reform. Demonstrators and activists encountered resistance, intimidation, violence, and political opposition, while disagreements emerged over the most effective strategies for achieving equality. The movement also inspired broader efforts to address inequality and expand opportunities for other groups. Studying this era allows students to examine how ordinary citizens, organized movements, court decisions, legislation, and government action can contribute to significant social and political change while also recognizing the continuing challenges involved in achieving equal rights.

Disciplinary Concepts for the Unit-

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Content Standards: New Jersey Student Learning Standards for Social Studies	
6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. 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.	
Core Ideas	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade). Diversity and Inclusion
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities. 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws. Climate Change
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the	6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

additional benefit of the action against the additional cost.	rights (e.g., the Montgomery Bus Boycott, sit downs). Amistad
Governments and financial institutions influence monetary and fiscal policies.	6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation. 6.1.12.EconNE.13.b: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
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.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. Amistad 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy. Diversity and Inclusion
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. Diversity and Inclusion Amistad
Complex interacting factors influence people's perspective.	6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
Historical sources and evidence provide an understanding of different points of view about historical events.	6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure. Diversity and Inclusion
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. AAPI
Historical sources and evidence provide an understanding of different points of view about historical events.	6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	property, juvenile detention, listening devices, deportation, religion in schools). Amistad
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
L.VL.11-12.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.PP.11-12.5.	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11-12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
RL.CT.11-12.8.	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
Writing in History, Science and Technical Subjects	
W.AW.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.IW.11-12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.WP.11-12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11-12.5.	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.
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Economic and Government Influences There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	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.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	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.

New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the	6.1.5.GeoGI.4: Explain how cultural and environmental

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.

characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Examine the major social, political, economic, and cultural developments that distinguished American life during the 1960s.
- Analyze the impact of postwar economic growth and changing patterns of employment, consumption, and migration on American society.
- Trace major events and turning points in the Civil Rights Movement and explain how activists, organizations, court decisions, and federal legislation contributed to change.
- Evaluate the domestic priorities and foreign-policy decisions of Presidents Kennedy and Johnson and their effects on the United States.
- Explain how Cold War strategies and the policy of containing communism influenced U.S. involvement in Cuba and Southeast Asia.
- Analyze the causes, escalation, and consequences of American involvement in the Vietnam War.
- Examine the Tet Offensive and My Lai Massacre and assess how these events affected public confidence in the war and contributed to opposition to U.S. involvement.
- Investigate the growth of the anti-war movement and explain how disagreements over Vietnam contributed to political and social divisions within the United States.
- Evaluate the development of the Great Society and other reform efforts designed to address poverty, education, health care, and social inequality.
- Analyze the emergence of counterculture and other social movements and explain how they challenged established cultural and political expectations.
- Examine the major events and competing viewpoints surrounding the 1968 presidential election and explain why the election occurred during a period of significant national division.
- Use primary and secondary sources to develop evidence-based conclusions about the major changes and conflicts that shaped the United States during the 1960s.

Unit Enduring Understandings:

Students will know that...

- The 1960s were a period of significant political activism, social reform, cultural transformation, and conflict in the United States.
- Economic prosperity did not eliminate racial, social, or economic inequalities, leading many Americans to demand broader access to rights and opportunities.
- The Civil Rights Movement used a variety of strategies to challenge segregation and discrimination and helped bring about important changes in federal law and public policy.
- Martin Luther King Jr. and other civil rights leaders promoted nonviolent protest, while other activists and organizations debated different approaches to achieving racial equality.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Federal legislation and government action became increasingly important in addressing civil rights and voting rights during the 1960s.
- Cold War assumptions about communism and national security influenced U.S. foreign-policy decisions and contributed to American involvement in conflicts beyond the nation's borders.
- The Vietnam War became increasingly controversial as American military involvement expanded, casualties mounted, and public confidence in government explanations declined.
- Events such as the Tet Offensive and My Lai became important parts of the growing national debate over the war and its conduct.
- The anti-war movement, civil rights activism, student protests, and counterculture reflected growing challenges to established political and social institutions.
- President Johnson's Great Society programs represented an expanded federal effort to address poverty, education, health care, and other domestic concerns.
- The political and social conflicts of the 1960s contributed to changing attitudes toward government, authority, race, foreign policy, and American society.
- The events of 1968—including political unrest, assassinations, civil rights developments, Vietnam-related conflict, and the presidential election—demonstrated the deep divisions within American society.
- The reform movements of the 1960s produced lasting changes while also generating political opposition and contributing to the conservative response that emerged more strongly in the following decade.

Unit Essential Questions:

- What factors made the 1960s a period of such dramatic social and political transformation?
- How did economic prosperity and technological change influence American culture and everyday life during the 1960s?
- Why did the Civil Rights Movement continue to grow after the major victories of the 1950s, and how did its goals and strategies develop over time?
- How did civil rights activism influence other movements seeking greater equality and opportunity?
- In what ways did federal laws and government policies change the experiences of African Americans during the 1960s?
- How did Cold War tensions shape American decisions in Cuba and Vietnam?
- Why did the United States increase its military involvement in Vietnam, and what factors made the conflict increasingly controversial?
- How did the Tet Offensive and My Lai Massacre influence Americans' perceptions of the Vietnam War?
- Why did opposition to the Vietnam War grow, and how did the anti-war movement affect American politics and society?
- What were the major goals of the Great Society, and to what extent did these programs attempt to address inequality in the United States?
- How did the counterculture challenge traditional ideas about authority, family, morality, politics, and society?
- How did the major events of 1968 intensify political and social divisions in the United States?
- How did the experiences of the 1960s change Americans' attitudes toward their government and their nation's role in the world?

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- What responsibilities should the United States assume in the international community—as a defender of freedom, a promoter of democracy, a provider of refuge, a military power, or a peacekeeping nation?
- How should historians assess the legacy of the 1960s: as a period of progress, conflict, reform, division, or a combination of these developments?

Instructional Plan

Suggested Activities	Resources/Texts
DBQs and Mini-DBQs Argumentative Writing Task Explanatory/Informative Writing Tasks Making connections between current and past events - cause and effect -Analyze the rise of Castro and how it led to the Bay of Pigs and Cuban Missile Crisis. -Analyze and critique the Warren Commission. -Examine landmark Civil Rights legal cases. -Analyze the contributions of Bayard Rustin as a gay African American in the early Civil Rights movement (Freedom Rides and other nonviolent protests) -Examine the Gulf of Tonkin Incident and the Tet Offensive as catalysts to increased US involvement in Vietnam. -Stress the escalation of the Vietnam Conflict from Eisenhower to Nixon. -Examine the various stages of the anti-war movement. -Highlight 1968 as a turning point in American politics and policy in the Cold War. -Explore reasons for failure in Vietnam. Nixon- Kennedy Debate -Annotate Kennedy's Inaugural Address Critique Kennedy Tapes from Cuban Missile Crisis. -Essay- Critique Plessy v. Ferguson consenting and dissenting opinions. Compare to the Brown v BOE hearing. -Reaction Essay-Impact of the Little Rock 9 on school desegregation. -Visit the NJ Vietnam Memorial	Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Textbook: United States History, Pearson (Savvas Learning) - Textbook topic 16 with all review questions and primary source documents (all sections are relevant) - Text section 18.1 (counterculture in the 60's) - Text section 18.3 (The gay rights movement and Japanese Americans Citizen) - Textbook section 18.4 with Rachel Carson reading (environmental movement) - Section 17.4 v/visuals (My Lai Massacre) DBQ Binder (DBQ Project) - DBQ: Johnson and the Civil Rights Act - DBQ: Cesar Chavez / Labor Movement <i>The American Age</i>, Walter LaFeber Internet based materials: • Weblessons.com • Power Points • Other educational domain materials Video/DVD

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Groups analyze Gulf of Tonkin Incident as reported by Pentagon vs. reported by Congressional Investigation.
- Power Point presentation on related aspects of the Vietnam War
- Have students debate and analyze the lessons of Vietnam
- Examine the Pentagon Papers as evidence of our failure in Vietnam
- DBQ-Use primary sources to analyze the ways in which the Tet Offensive and the Vietnam War heightened social and political tensions at home.
- Chicago 7 Trial Simulation
- Power Point-Related aspects of the Vietnam War (Kent State, POW's, My Lai)
- Review progress made in the Civil Rights Movement up to 1969
 - o Review the impact of the events of 1968 in Vietnam vis a vis the Tet Offensive and a growing discontent with President Johnson's handling of the war
 - o Comparison of newspaper articles about the Stonewall Riots, Vietnam War protests, and Civil Rights protests to discuss issues of narrative and power in media depiction
 - o Assignment of an analytical essay regarding the degree to which the 1960s were an era of change and divisiveness

Evidence of Student Learning

Formative Assessments:

- | | |
|------------------------|-------------------------|
| Observations | Questioning |
| Discussion | Exit/Admit Slips |
| Learning/Response Logs | Graphic Organizers |
| Peer/Self Assessments | Practice Presentations |
| Visual Representations | Kinesthetic Assessments |
| Constructive Quizzes | |

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Think Pair Share
Homework
Class work
Teacher observation
Group participation
Notebook assessment
Project presentations
Class discussions
Do Now
Varied journal prompts, spelling or vocabulary lists
Anchor activities
Choice of review activities
Homework options
Flexible grouping
Varied computer programs
Multiple learning intelligence
Use of graphic organizers
Think-Pair-Share by readiness, interest and/or learning profile
Games to practice mastery of information and skill
Multiple levels of questioning
Jigsaw
Multiple Texts
Alternative Assessments
Modified Assessments
Open Ended Activities/ Assessments

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments :

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Whole to part and part to whole explanations
- Varied computer programs
- Stations
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Unit Project
- Socratic Seminar
- Discussion Board (Google Classroom)
- Collaborative Annotation
- Multimedia projects
- Artistic Visual Representations

Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

Special Education:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Peer tutoring
- Preferential seating
- Tiered vocabulary words
- Small group instruction
- Use audios
- Allow extra time to complete assignments or tests
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Students with 504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Pre-written notes
- Class notebook
- Follow 504 plan

Students at Risk of School Failure:

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Tiered systems of support
- Additional parent communication
- Weekly progress reports
- Peer tutoring
- Flexible grouping
- Reinforcement of directions (written & verbal)
- Supplementary visuals, graphic aids, and pictures
- Audio texts
- Graphic Organizers, chapter summaries, and teacher supplied notes
- Modified assignments
- Use visuals
- Frontload vocabulary
- Provide peer tutoring
- Preferential seating

Gifted and Talented:

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use stations and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions - leveled questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills through cognitive rigor
- Organize integrated problem-solving simulations

Multilingual Learners:

- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Assign a picture or movement to vocabulary words
- Pre Teach vocabulary
- Label items in classroom
- Directions, and text supplied in the native language as a reference
- Peer tutoring
- Flexible grouping
- Reinforcement of directions (written & verbal)

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

- Supplementary visuals, graphic aids, and pictures
- Audio texts
- Graphic Organizers, chapter summaries, and teacher supplied notes
- Modified assignments
- Use WIDA Can-Do Statements

Additional Differentiation:

Choices of books

Varied journal Prompts

Student-teaching goal setting

Whole-to-part and part-to-whole explorations

Varied computer apps

Varied Supplementary materials

Options for varied modes of expression

Varying scaffolding on same organizer

PBL Units

Computer mentors

Think-Pair-Share by readiness, interest, learning profile

Use of collaboration, independence, and cooperation

Open-ended activities

Mini-workshops to re-teach or extend skills

Jigsaw

Negotiated Criteria

Games to practice mastery of information

Multiple levels of questions

Note taking skills

To Differentiate Content

- Reading partners/ Reading Buddies
- Read/Summarize
- Read/Question/Answer
- Visual Organizer/Summarizer
- Books on Tape
- Highlights on Tape
- Digests/"Cliff Notes"
- Note-taking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts
- Think-Pair-Share/Preview-Mid-view-Post-view
- Flexible Grouping
- Curriculum Compacting

Low Prep Strategies

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Varied journal prompts or vocabulary lists : Students are given a choice of different journal prompts or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.

Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.

Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.

Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)

High Prep Strategies

Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.

Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.

Tic-Tac-Toe Choice Board

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

(sometimes called “Think-Tac-Toe”)

The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:

- Identify the outcomes and instructional focus
- Design 9 different tasks
- Use assessment data to determine student levels

Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Supplemental Resources

<https://www.commonlit.org/>

Teacher Notes

**Ocean Academy Charter High School
Unit 5 Overview**

Content Area: Social Studies

Unit Title:

Era 14: Contemporary America: Domestic Challenges and Change

Era 15: Modern America: Foreign Policy and Global Conflict

Era 16: America in an Interconnected World

Duration: 20 Days

Target Course/Grade Level: United States History II

Introduction:

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

The United States entered the modern era experiencing significant changes in technology, society, economics, politics, and its role in the world. Advances in science and technology transformed the workplace, expanded educational opportunities, influenced communication and transportation, and changed the ways Americans interacted with one another. At the same time, immigration and increased cultural exchange contributed to a more diverse and multicultural society in which Americans encountered a wider range of traditions, beliefs, values, and perspectives.

These changes also produced new opportunities and challenges. Economic growth and expanding access to education and employment improved the lives of many Americans, yet prosperity was not experienced equally by all individuals and communities. Differences in income, access to resources, educational opportunities, and social mobility revealed continuing inequalities and contributed to debates about how government should respond to economic and social concerns.

As the nation changed domestically, Americans also continued to debate the appropriate role of the United States in international affairs. U.S. foreign-policy decisions were shaped by concerns about national security, economic interests, global stability, and the balance of power among nations. The United States employed diplomacy, economic policies, military action, international alliances, and other strategies to pursue its interests and influence events around the world.

Within the United States, disagreements over the responsibilities of government became increasingly significant. Competing perspectives regarding economic policy, social programs, individual rights, and the government's role in addressing inequality contributed to greater political division and partisan conflict. Together, technological innovation, demographic change, economic development, cultural diversity, and debates over domestic and foreign policy reshaped American life and helped define the nation's place in an increasingly interconnected world.

Disciplinary Concepts for the Unit-

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.	• 6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. • 6.1.12.CivicsPI.14.c: 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. Holocaust / Genocide • 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.	6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.	6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	political parties regarding spending priorities, the role of government in the economy, and social reforms.
Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.	6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	• 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. Diversity and Inclusion/AAP • 6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions. Climate Change
Governments and financial institutions influence monetary and fiscal policies.	• 6.1.12.EconNE.14.a: Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies. • 6.1.12.GeoNE.14.a: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
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.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. • 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.	6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased. 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. Amistad / Diversity and Inclusion/AAPL 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
Chronological sequencing serves as a tool for analyzing past and present events.	6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush's Iraqi policy with George W. Bush's.
Historical sources and evidence provide an understanding of different points of view about historical events.	6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. Amistad / Diversity and Inclusion 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. Amistad / Diversity and Inclusion 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
Complex interacting factors influence people's perspective.	6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials. 6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	• 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. Diversity and Inclusion
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.	6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
Governments around the world support universal human rights to varying degrees.	6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
Multiple economic indicators are used to measure the health of an economy.	6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.1.12.HistoryCC.15.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy. • 6.1.12.HistoryCC.15.b: Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations. Genocide • 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations
Historical sources and evidence provide an understanding of different points of view about historical events.	• 6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region. • 6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism. • 6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.	6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
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.	6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.	6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change. Climate Change
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services without interruption.	6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	• 6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship. • 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture. Diversity and Inclusion
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries. Diversity and Inclusion • 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	solutions to relevant national and international governmental and/or nongovernmental organizations.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
L.VL.11-12.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.PP.11-12.5.	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11-12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

RL.CT.11-12.8.	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
Writing in History, Science and Technical Subjects	
W.AW.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.IW.11-12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes)

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.WP.11-12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11-12.5.	Conduct short as well as more sustained research

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

	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.
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	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.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals	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

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	technology on the individual, culture, society, and environment and share this information with the appropriate audience.
---	---

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Analyze the major domestic, economic, and foreign policy challenges that shaped the United States from the 1970s through the early 2000s.
- Examine the social activism of the 1970s and its influence on women's rights, minority rights, consumer protection, and other reform movements.
- Explain how economic conditions, energy concerns, and environmental issues affected American society and government policy.
- Assess the presidencies of Nixon, Ford, and Carter by examining their responses to major domestic and international challenges.
- Explain the constitutional process of impeachment and its role in maintaining governmental accountability.
- Investigate the factors that contributed to declining public confidence in government during the 1970s.
- Examine the changing relationship between the United States and the Soviet Union and explain how Cold War tensions evolved during the late twentieth century.
- Analyze U.S. diplomatic, economic, and military interests in the Middle East and examine how those relationships continued to influence international affairs.
- Evaluate the ways energy resources, economic interests, environmental concerns, and national security shaped American foreign policy.
- Explain how the collapse of the Soviet Union and the end of the Cold War altered the balance of global power and America's international role.
- Analyze the factors that contributed to the dissolution of the Soviet Union, including policies associated with Ronald Reagan, Mikhail Gorbachev, and political developments within the Soviet Union.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Examine the growth and changing nature of international terrorism during the twentieth century and its impact on U.S. foreign policy.
- Investigate how the United States responded to terrorism while balancing national security concerns with constitutional rights and civil liberties.
- Analyze the effects of globalization and technological advancement on the American economy, society, and international relationships.
- Trace changes in America's position on the world stage from the Cold War era through the post-Cold War period and into the twenty-first century.
- Use primary and secondary sources to develop evidence-based conclusions about major political, economic, social, and international developments during the period.

Unit Enduring Understandings:

Students will know...

- The 1970s were marked by economic difficulties, energy concerns, political controversy, and changing social expectations that affected American life.
- Social and political activism expanded during the 1970s as Americans organized around issues involving gender equality, civil rights, consumer protection, and environmental concerns.
- Events such as the Vietnam War and Watergate contributed to questions about government transparency, presidential authority, and public trust.
- Presidential administrations faced competing pressures involving economic stability, domestic reform, energy policy, international conflict, and public confidence.
- The United States developed a complex relationship with nations in the Middle East, where political conflicts, energy resources, economic interests, and national security concerns became interconnected.
- International relationships during the late twentieth century were influenced by economic interdependence, environmental challenges, energy needs, arms control, and efforts to maintain global security.
- Changes in the Soviet Union and Eastern Europe contributed to the end of the Cold War and significantly altered international political and economic relationships.
- The collapse of the Soviet Union left the United States in a different position within the international system and contributed to new debates about America's responsibilities abroad.
- Technological innovation transformed communication, business, health care, scientific research, education, industry, and everyday life.
- Increasing globalization connected the American economy more closely with other nations and created new opportunities as well as challenges for workers, businesses, and consumers.
- Political and economic changes around the world contributed to the emergence of new international competitors and changing centers of economic influence.
- Terrorism became an increasingly significant international security concern, requiring governments to develop new approaches to intelligence, national security, and international cooperation.
- The September 11, 2001 terrorist attacks had major effects on U.S. domestic security, foreign policy, and government institutions.
- Efforts to respond to terrorism created continuing discussions about how governments can protect national security while preserving individual rights and civil liberties.
- The United States' role in world affairs has changed over time as international conflicts, economic relationships, technological developments, and shifts in global power have influenced American foreign policy.

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Unit Essential Questions:

- What factors contributed to declining trust in the federal government during the 1970s?
- How did social movements of the 1970s influence American laws, policies, and everyday life?
- How did economic difficulties and energy concerns affect Americans and government decision-making?
- How did the presidencies of Nixon, Ford, and Carter respond to the major challenges of the 1970s?
- How does the impeachment process function within the American system of government?
- How did the relationship between the United States and the Soviet Union change during the final decades of the Cold War?
- What factors contributed to the collapse of communist governments in Eastern Europe and the dissolution of the Soviet Union?
- How did the end of the Cold War change America's responsibilities and relationships around the world?
- Why has the Middle East remained important to U.S. foreign policy?
- How have economic interests, energy resources, national security, and regional conflicts influenced America's relationships in the Middle East?
- In what ways are nations increasingly dependent upon one another economically, environmentally, and technologically?
- How have technological developments changed the American economy and the way people live and work?
- How has globalization affected American businesses, workers, consumers, and communities?
- What factors contributed to the growth of international terrorism during the twentieth century?
- How did the September 11 attacks change American domestic and foreign policy?
- How can the United States address national security threats while protecting constitutional freedoms?
- How has America's role in the world changed from the Cold War era to the twenty-first century?
- How have emerging economic powers and global competitors affected the United States?
- What factors have contributed to the idea of the United States as a major global power during the twentieth and twenty-first centuries?

Instructional Plan

Suggested Activities	Resources/Texts
DBQs and Mini-DBQs Argumentative Writing Task Explanatory/Informative Writing Tasks Making connections between current and past events - cause and effect -Stress effects and lessons of Watergate on the public and Congress. -Connect OPEC and Oil Embargo to current gas crisis. -Explore other opportunities for detente in the Cold War prior to Nixon.	Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources: Textbook: United States History, Pearson (Savvas Learning) - Textbook section 18.6 with review (immigration after Vietnam) - Textbook section 20.3 and review questions (combating climate change) DBQ Binder (DBQ Project) - DBQ: Oil drilling in Alaska

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

-Critique the Carter Administration and Moral Diplomacy -Mock Impeachment Trial of Nixon for Watergate -Examine and analyze the price increases of the 1970's and discuss how it may have changed the lives of the people in the 1970's -Research Paper-Any aspect of the Cold War -Hypothesize ways to alter the US-OPEC relationship. -Mock election in for 1976 and 1980 Presidential elections. -DBQ-Use primary sources to assess the validity of the following statement: "Nixon's détente policy was the result of the tragedy in Vietnam." - Evaluate the Constitutionality- Bronze Star and Purple Heart award recipient Leonard Matlovich was discharged from the army for publicly acknowledging his homosexuality. (Vietnam War) -Analyze current state of US-OPEC relationship and critique. -Examine Gas prices for the last few months of class and hypothesize reasons for its rise or fall based on factors discussed in class. Argumentative Writing Task Explanatory/Informative Writing Tasks Making connections between current and past events - cause and effect Create a diagram to outline NAFTA, the WTO, and GATT. Create a graphic organizer to outline the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. Analyze political maps of the early 2000s and interpret their meanings. Create a T-chart to identify the similarities and differences between George W. Bush's first and second terms as President. Research-the Patriot Act and the impact of the new Department of Homeland Security. Analyze the contributions of Democrat Barney Frank as chairman of the House Financial Services Committee (2007-2011) and the leading co-sponsor of the 2010 Dodd-Frank Act, a sweeping reform of the U.S. financial industry.	<i>The American Century</i>, Walter Lafeber Supreme Court Case Analysis: <i>Obergefell v. Hodges</i>, 2015 and <i>US v. Windsor</i>, 2013 Graphic Organizer - The effects of the Vietnam War on immigration with accompanying analysis essay Internet based materials: • Other educational domain materials • Video/DVD: • The Century- America's Time with Peter Jennings Series (All Eras of 20th Century) • DBQ Binder • Critique the Carter Administration and Moral Diplomacy
---	---

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Create a list of “firsts” within the federal government after the history election of America’s first African American President. Debate: Constitutionality of the Affordable Care Act.	
Evidence of Student Learning	
Formative Assessments: Observations Discussion Learning/Response Logs Peer/Self Assessments Visual Representations Constructive Quizzes Think Pair Share As I See It Homework Class work Teacher observation Group participation Notebook assessment Project presentations Class discussions Do Now Varied journal prompts, spelling or vocabulary lists Anchor activities Choice of review activities Homework options Flexible grouping Varied computer programs Multiple learning intelligence Use of graphic organizers Think-Pair-Share by readiness, interest and/or learning profile Games to practice mastery of information and skill Multiple levels of questioning Jigsaw Multiple Texts Alternative Assessments Modified Assessments Questioning Exit/Admit Slips Graphic Organizers Practice Presentations Kinesthetic Assessments	

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Open Ended Activities/ Assessments

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments :

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Whole to part and part to whole explanations
- Varied computer programs
- Stations
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Unit Project
- Socratic Seminar
- Discussion Board (Google Classroom)
- Collaborative Annotation
- Multimedia projects
- Artistic Visual Representations

Suggested Options for Differentiation: Content-specific Accommodations and Modifications for Subgroups

Special Education:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Peer tutoring
- Preferential seating
- Tiered vocabulary words
- Small group instruction
- Use audios
- Allow extra time to complete assignments or tests
- Allow answers to be given orally or dictated

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Students with 504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Pre-written notes
- Class notebook
- Follow 504 plan

Students at Risk of School Failure:

- Tiered systems of support
- Additional parent communication
- Weekly progress reports
- Peer tutoring
- Flexible grouping
- Reinforcement of directions (written & verbal)
- Supplementary visuals, graphic aids, and pictures
- Audio texts
- Graphic Organizers, chapter summaries, and teacher supplied notes
- Modified assignments
- Use visuals
- Frontload vocabulary
- Provide peer tutoring
- Preferential seating

Gifted and Talented:

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use stations and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions - leveled questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills through cognitive rigor
- Organize integrated problem-solving simulations

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Multilingual Learners:

- Small group instruction-guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Assign a picture or movement to vocabulary words
- Pre Teach vocabulary
- Label items in classroom
- Directions, and text supplied in the native language as a reference
- Peer tutoring
- Flexible grouping
- Reinforcement of directions (written & verbal)
- Supplementary visuals, graphic aids, and pictures
- Audio texts
- Graphic Organizers, chapter summaries, and teacher supplied notes
- Modified assignments
- Use WIDA Can-Do Statements

Additional Differentiation:

Choices of books

Varied journal Prompts

Student-teaching goal setting

Whole-to-part and part-to-whole explorations

Varied computer apps

Varied Supplementary materials

Options for varied modes of expression

Varying scaffolding on same organizer

Let's Make a Deal projects

PBL Units

Computer mentors

Think-Pair-Share by readiness, interest, learning profile

Use of collaboration, independence, and cooperation

Open-ended activities

Mini-workshops to re-teach or extend skills

Jigsaw

Negotiated Criteria

Games to practice mastery of information

Multiple levels of questions

Note taking skills

To Differentiate Content

- Reading partners/ Reading Buddies
- Read/Summarize
- Read/Question/Answer
- Visual Organizer/Summarizer

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

- Books on Tape
- Highlights on Tape
- Digests/"Cliff Notes"
- Note-taking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts
- Think-Pair-Share/Preview-Mid-view-Post-view
- Flexible Grouping
- Curriculum Compacting

Low Prep Strategies

Varied journal prompts or vocabulary lists : Students are given a choice of different journal prompts or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.

Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.

Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.

Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individually. Any small groups or pairs change over time based on assessment data.

Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.

Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.

4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and

Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12

some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.

Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.

Tic-Tac-Toe Choice Board

(sometimes called “Think-Tac-Toe”)

The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or the teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:

- Identify the outcomes and instructional focus
- Design 9 different tasks
- Use assessment data to determine student levels

Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Supplemental Resources

Textbook: United States History, Pearson (Savvas Learning)

Internet based materials:

- The Century- America’s Time with Peter Jennings Series (All Eras of 20th Century)
- MPI Series- The 20th Century

Teacher Notes

**Ocean Academy Charter High School
Curriculum Guide
Grade 11 & 12**

--