



Manhattan Center for Science and Math High School

Social Studies Department Curriculum

Content/Discipline: United States History and Government (H7)

<http://mcsportal.net>

Marking Period 1

Topic and Essential Question

**Unit 5: At Home and Abroad: Prosperity and Depression, 1917-1940**

**Section 5.2 – The Great Depression**

**Essential Questions: (Key Themes and Concepts)**

**Factors of Production:** What were the causes of the Great Depression?

**Economic Systems:** Which New Deal actions were intended to reform the United States economic system?

**Government:** How did the New Deal change the nineteenth-century role of government in the United States?

**Culture and Intellectual Life:** How did the depression affect daily life and culture in America?

**Diversity:** How did the New Deal affect organized labor, minorities, and women?

Unit/Topics

**Unit 5: At Home and Abroad: Prosperity and Depression, 1917-1940**

**Section 5.2 – The Great Depression**

SWBAT/Objectives

1. Understand that the 1930s were dominated by the Great Depression worldwide in scope; the Great Depression affected virtually every aspect of American life.
2. Understand that with roots in unregulated stock market speculation, a flawed banking system, and the overproduction of goods, the Great Depression was triggered by the stock market crash in 1929.
3. Examine how banks failed, and many people lost their life savings.
4. Identify how loses shut down businesses, producing widespread unemployment, homelessness, and hunger.
5. Evaluate that Herbert Hoover's response to the Great Depression proved effective.
6. Understand that in 1933, President Franklin D. Roosevelt's New Deal launched ambitious programs of relief, recovery, and reform.
7. Examine how the New Deal dramatically increased the role and responsibility of government in American social and economic life and strengthened the power of the presidency.
8. Examine how the entry of the United States into World War II in 1941 put a final end t the nation's worst economic collapse.
9. Understand that today, the Great Depression remains the benchmark against which an economic crisis is measured.

Vocabulary/Key Terms

**A. Key People**

Herbert Hoover  
 John Steinbeck  
 Franklin Delano Roosevelt  
 France Perkins  
 Harry Hopkins

Eleanor Roosevelt  
 John L. Lewis  
 Mary McLeod Bethune  
 John Maynard Keynes  
 Huey Long

**B. Key Terms**

Great Stock Market Crash  
 Speculation  
 On margin  
 Great Depression  
 Overproduction  
 Under consumption  
 Distribution of wealth  
 “trickle down” economics

Bonus Army  
 Hoovervilles  
 Dust Bowl  
 New Deal  
 Bank Holiday  
 Collective bargaining  
 Court-packing proposal

**C. Key Supreme Court Cases**

*Schechter Poultry Corporation v. United States (1935)*

**Assessments:**

**Formative:** Quizzes ,Vocabulary use , Group work, Small group discussion, Questioning, Short writing assignments, Paragraph reflections, Exit Slips, Summary writings

**Summative:**

Multiple Choice test  
 DBQ Essay – The long term social, economic, and political effects on American society.

**Common Core Standards:**

**Reading :**

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence ....  
 CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words ...  
 CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources ....

**Differentiated Instruction:**

**Writing:**

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*.

**ELLs:**

- ✓ CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), ....
- ✓ CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) ....
- ✓ CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ...
- ✓ CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and ....
- ✓ CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or ....

**SWDs:**

**High-Achievers:**

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing....

- CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects ....

**Speaking and Listening:**

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions...

- ✓ CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared...
- ✓ CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions...
- ✓ CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions...
- ✓ CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives...

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence...

**Differentiated Instruction**

- Written responses
- Verbal explanations
- Class discussions
- Text
- Photographs / visuals
- Graphic organizers
- Outlines
- Group discussions
- Individual reading / writing assignments
- Small group instruction
- Varying set of reading comprehension questions
- Scaffold grouping

**Accommodations for students with IEPs**

- Graphic organizers
- Small group instruction
- Modified questions
- Modified note-taking
- Group work/discussions

**Accommodations for students learning English as an additional language**

- Vocabulary lists with definitions
- Modified questions
- Group work/discussions

**Accommodations for gifted and talented students**

- Higher level critical thinking questions
- Higher level critical thinking exercises

**Social Studies Department Curriculum**

Content/Discipline: United States History and Government (H7)

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**Marking Period 1**

**Topic and Essential Question**

**Unit 6: The United States in an Age of Global Crisis**

**Section 6.1 – Peace and Peril, 1933-1950**

**Essential Questions: (Key Themes and Concepts)**

**Presidential Decisions and Actions:** How did Presidents Roosevelt and Truman influence the events and outcome of World War II?

**Foreign Policy:** How did world events change American foreign policy from one of isolationism to a growing commitment to global involvement?

**Diversity:** How did World War II change the lives of women, African Americans, and Japanese Americans?

**Unit/Topics**

**Unit 6: The United States in an Age of Global Crisis**

**Section 6.1 – Peace and Peril, 1933-1950**

**SWBAT/Objectives**

1. Examine how in the 1930s, great changes were happening in Europe and Asia – totalitarian regimes rose to power in Germany, Italy, and Japan, threatening the freedom of nations on their borders.
2. Identify that in 1939, the German invasion of Poland launched World War II, which quickly engulfed Europe and much of Asia.
3. Examine how the United States, still embracing isolationism, tried to maintain neutrality, but the 1941 Japanese bombing of Pearl Harbor drew the nation into the conflict.
4. Examine how four more years of bloody fighting in Europe and Asia left millions of soldiers and civilians dead and hundreds of cities damage or destroyed.
5. Understand that the United States suffered relatively light losses in comparison to other nations, and it emerged as a world leader with a growing commitment to international involvement.

**Vocabulary/Key Terms**

**A. Key People**

Franklin D. Roosevelt Adolf Hitler Benito Mussolini Francisco Franco	Robert Oppenheimer Harry S. Truman Joseph Stalin Winston Churchill
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<b>B. <u>Key Terms</u></b>		
Totalitarian Fascism Appeasement Lend-Lease Act	Allies Axis Powers Manhattan Project Holocaust	Rosie the Riveter Nisei WRA camps

<b>C. <u>Key Supreme Court Cases</u></b>
<i>Korematsu v. United States</i>

**Assessments:**

**Formative:** Quizzes ,Vocabulary use , Group work, Small group discussion, Questioning, Short writing assignments, Paragraph reflections, Exit Slips, Summary writings

**Summative:**

Multiple Choice exam

**Thematic Essay** – Theme: Foreign Policy

**DBQ Essay** – The need for military security and the protection of democratic ideals have shaped American foreign policy since 1939

**Common Core Standards:**

**Reading :**

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence ....

CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words ...

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources ....

**Differentiated Instruction:**

**Writing:**

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*.

**ELLs:**

✓ CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), ....

✓ CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) ....

**SWDs:**

✓ CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ...

✓ CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and ....

✓ CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or ....

**High-Achievers:**

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing....

- CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects ....

**Speaking and Listening:**

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions...

✓ CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared...

- ✓ CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions...
  - ✓ CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions...
  - ✓ CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives...
- CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence...

Differentiated Instruction
<ul style="list-style-type: none"> <li>• Written responses</li> <li>• Verbal explanations</li> <li>• Class discussions</li> <li>• Text</li> <li>• Photographs / visuals</li> <li>• Graphic organizers</li> <li>• Outlines</li> <li>• Group discussions</li> <li>• Individual reading / writing assignments</li> <li>• Small group instruction</li> <li>• Varying set of reading comprehension questions</li> <li>• Scaffold grouping</li> </ul>

<u>Accommodations for students with IEPs</u>	<u>Accommodations for students learning English as an additional language</u>	<u>Accommodations for gifted and talented students</u>
<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Small group instruction</li> <li>• Modified questions</li> <li>• Modified note-taking</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary lists with definitions</li> <li>• Modified questions</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Higher level critical thinking questions</li> <li>• Higher level critical thinking exercises</li> </ul>

**Resources/Books**      The Americans / Holt McDougal

Homework: Per Teacher

**Marking Period 1**

**Topic and Essential Question**

**Unit 6: The United States in an Age of Global Crisis**

**Section – 6.2 – Peace with Problems, 1945-1960**

**Essential Questions: (Key Themes and Concepts)**

**Change:** Why did the United States and the Soviet Union change from being allies in World War II to enemies during the Cold War?

**Foreign Policy:** How did the United States use economic aid to build its influence in Europe and Asia?

**Constitutional Principles:** How did the fear of communism lead to the violations of some people’s civil rights in the United States?

**Unit/Topics**

**Unit 6: The United States in an Age of Global Crisis**

**Section – 6.2 – Peace with Problems, 1945-1960**

**SWBAT/Objectives**

1. Understand that the end of World War II brought the desire to prevent such devastation from every happening again.
2. Examine why the United Nations was established to help nations find peaceful solutions to conflicts.
3. Examine how the uneasy wartime alliance between the United States and the Soviet Union dissolved as the Cold War hold.
4. Understand that as communism spread throughout the efforts of the Soviet Union and later China, the United States worked to strengthen its influence in Western Europe and Asia by providing economic aid and building strategic alliances.
5. Understand that as growing anxiety about the spread of communism led the United States to become more deeply involved in global affairs, while also fearing a communist influence at home.

**Vocabulary/Key Terms**

**A. Key People**

Eleanor Roosevelt  
George C. Marshall  
Mao Zedong  
Chinang Kai-shek

Douglas MacArthur  
Alger Hiss  
Joseph McCarthy  
Ethel and Julius Rosenberg

**B. Key Terms**

Containment  
“iron curtain”  
Truman Doctrine  
Marshall Plan  
Cold War

NATO  
Warsaw Pact  
38<sup>th</sup> Parallel  
HUAC

**Assessments:**

**Formative:** Quizzes ,Vocabulary use , Group work, Small group discussion, Questioning, Short writing assignments, Paragraph

reflections, Exit Slips, Summary writings

**Common Core Standards:**

**Reading :**

- CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence ....
- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words ...
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources ....

**Differentiated Instruction:**

**Writing:**

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*.

**ELLs:**

- ✓ CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), ....
- ✓ CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) ....
- ✓ CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ...
- ✓ CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and ....
- ✓ CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or ....

**SWDs:**

**High-Achievers:**

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing....

- CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects ....

**Speaking and Listening:**

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions...

- ✓ CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared...
- ✓ CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions...
- ✓ CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions...
- ✓ CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives...

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence...

Differentiated Instruction

- Written responses
- Verbal explanations
- Class discussions
- Text
- Photographs / visuals
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- Outlines
- Group discussions
- Individual reading / writing assignments
- Small group instruction
- Varying set of reading comprehension questions
- Scaffold grouping



<u>Accommodations for students with IEPs</u>	<u>Accommodations for students learning English as an additional language</u>	<u>Accommodations for gifted and talented students</u>
<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Small group instruction</li> <li>• Modified questions</li> <li>• Modified note-taking</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary lists with definitions</li> <li>• Modified questions</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Higher level critical thinking questions</li> <li>• Higher level critical thinking exercises</li> </ul>

**Resources/Books**

The Americans / Holt McDougal

Homework: Per Teacher



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Marking Period 2

Topic and Essential Question

**Unit 7: The World in Uncertain Times, 1950-Present**

**Section 7.1 - Containment Abroad and Consensus at Home: 1945-1960**

**Essential Questions: (Key Themes and Concepts)**

**Foreign Policy:** How did tensions between the United States and the Soviet Union increase and decrease during Eisenhower’s presidency?

**Citizenship:** How did African Americans begin to organize the Civil Rights Movements?

**Economic Systems:** Who benefited from the “Eisenhower prosperity,” and who did not?

Unit/Topics

**Unit 7: The World in Uncertain Times, 1950-Present**

**Section 7.1 - Containment Abroad and Consensus at Home: 1945-1960**

SWBAT/Objectives

1. Understand the 1950s, the Cold War intensified and spread to new locations around the world.
2. Examine how the new economic prosperity allowed many Americans to enjoy greater wealth and leisure than their parents had.
3. Examine how the Civil Rights Movement intensified as African Americans demanded justice and equality.

Vocabulary/Key Terms

**D. Key People**

Dwight D. Eisenhower  
Nikita Khrushchev  
Fidel Castro

Jackie Robinson  
Rosa Parks  
Martin Luther King, Jr.

**E. Key Terms**

Balance of power  
Brinkmanship  
Arms race  
Sputnik

Domino theory  
Eisenhower Doctrine  
Suburbanization  
Civil Rights Movement

**F. Key Supreme Court Cases**

*Brown v. Board of Education of Topeka, Kansas (1954)*

**Assessments:** **Formative:** Quizzes ,Vocabulary use , Group work, Small group discussion, Questioning, Short writing assignments, Paragraph reflections, Exit Slips, Summary writings

**Summative:**  
Multiple choice exam  
Thematic essay – Theme: Technological Change

**Common Core Standards:** **Reading :**  
[CCSS.ELA-Literacy.RH.11-12.2](#) Determine the central ideas or information of a primary or secondary source...  
[CCSS.ELA-Literacy.RH.11-12.5](#) Analyze in detail how a complex primary source is structured...  
[CCSS.ELA-Literacy.RH.11-12.8](#) Evaluate an author’s premises...

**Differentiated Instruction:** **Writing:**  
○ [CCSS.ELA-Literacy.WHST.11-12.2](#) Write informative/explanatory texts, ...  
✓ [CCSS.ELA-Literacy.WHST.11-12.2a](#) Introduce a topic and organize complex ideas, concepts, and information ....  
✓ [CCSS.ELA-Literacy.WHST.11-12.2b](#) Develop the topic thoroughly ....  
✓ [CCSS.ELA-Literacy.WHST.11-12.2c](#) Use varied transitions and sentence structures ...  
✓ [CCSS.ELA-Literacy.WHST.11-12.2d](#) Use precise language, domain-specific vocabulary and techniques ...  
✓ [CCSS.ELA-Literacy.WHST.11-12.2e](#) Provide a concluding statement...

**ELLs:**  
✓ [CCSS.ELA-Literacy.WHST.11-12.2a](#) Introduce a topic and organize complex ideas, concepts, and information ....  
✓ [CCSS.ELA-Literacy.WHST.11-12.2b](#) Develop the topic thoroughly ....  
✓ [CCSS.ELA-Literacy.WHST.11-12.2c](#) Use varied transitions and sentence structures ...  
✓ [CCSS.ELA-Literacy.WHST.11-12.2d](#) Use precise language, domain-specific vocabulary and techniques ...  
✓ [CCSS.ELA-Literacy.WHST.11-12.2e](#) Provide a concluding statement...

**High-Achievers:**  
[CCSS.ELA-Literacy.WHST.11-12.5](#) Develop and strengthen writing....  
[CCSS.ELA-Literacy.WHST.11-12.8](#) Gather relevant information from multiple authoritative print...

**Speaking and Listening:**  
[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information  
[CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media...

Differentiated Instruction
<ul style="list-style-type: none"><li>• Written responses</li><li>• Verbal explanations</li><li>• Class discussions</li><li>• Text</li><li>• Photographs / visuals</li><li>• Graphic organizers</li><li>• Outlines</li><li>• Group discussions</li><li>• Individual reading / writing assignments</li><li>• Small group instruction</li><li>• Varying set of reading comprehension questions</li><li>• Scaffold grouping</li></ul>

	<u>Accommodations for students with IEPs</u>	<u>Accommodations for students learning English as an additional language</u>	<u>Accommodations for gifted and talented students</u>
	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Small group instruction</li> <li>• Modified questions</li> <li>• Modified note-taking</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary lists with definitions</li> <li>• Modified questions</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Higher level critical thinking questions</li> <li>• Higher level critical thinking exercises</li> </ul>

**Resources/Books**

The Americans / Holt McDougal



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Marking Period 3

Topic and Essential Question

**Unit 7: The World in Uncertain Times, 1950-Present**

**Section 7.4 – The Trend Toward Conservatism – 1972-1985**

**Essential Questions: (Key Themes and Concepts)**

**Presidential Decisions and Actions:** How did President Nixon shape a new policy toward China and the Soviet Union?

**Economic Systems:** How did economic problems of the 1970s present unique challenges to the Nixon, Ford, and Carter administrations?

Unit/Topics

**Unit 7: The World in Uncertain Times, 1950-Present**

**Section 7.4 – The Trend Toward Conservatism – 1972-1985**

SWBAT/Objectives

1. Understand that the upheaval of the 1960s, Richard Nixon tried to take the nation into a new direction, but the Watergate affair led to his resignation.
2. Understand that Nixon’s successors, Gerald Ford and Jimmy Carter, struggled with lingering economic troubles.
3. Understand that in the 1980s, conservatives Ronald Reagan and George Bush came to power.
4. Understand that after the cold war ended, the United States struggled to determine its new role in international relations.

Vocabulary/Key Terms

**G. Key People**

Mao Zedong  
Warren Burger  
Gerald Ford

Jimmy Carter  
Ronald Reagan  
Mikhail Gorbachev

**H. Key Terms**

Détente  
Watergate affair  
Stagflation  
Camp David Accords

Supply-side economics  
“Stars Wars”  
Iran-Contra Affair

## I. Key Supreme Court Cases

*Engel v. Vitale (1962)*  
*Gideon v. Wainwright (1963)*  
*Miranda v. Arizona (1966)*  
*Tinker v. Des Moines Community School District (1969)*  
*New York Times v. United States (1971)*  
*Roe v. Wade (1973)*  
*United States v. Nixon (1974)*

**Assessments:** **Formative:** Quizzes , Vocabulary use , Group work, Small group discussion, Questioning, Short writing assignments, Paragraph reflections, Exit Slips, Summary writings

**Summative:** Multiple choice exam

**Common Core Standards:**

**Reading :**

[CCSS.ELA-Literacy.RH.11-12.3](#) Evaluate various explanations for actions or events...

[CCSS.ELA-Literacy.RH.11-12.6](#) Evaluate authors' differing points of view...

[CCSS.ELA-Literacy.RH.11-12.9](#) Integrate information from diverse sources...

**Differentiated Instruction:**

- [CCSS.ELA-Literacy.RH.11-12.10](#) By the end of grade 12, read and comprehend history/social studies ... independently and proficiently.

**Writing:**

**ELLs:**

[CCSS.ELA-Literacy.WHST.11-12.1](#) Write arguments focused on *discipline-specific content*.

**SWDs:**

✓ [CCSS.ELA-Literacy.WHST.11-12.1a](#) Introduce precise, knowledgeable claim(s), ....

✓ [CCSS.ELA-Literacy.WHST.11-12.1b](#) Develop claim(s) ....

✓ [CCSS.ELA-Literacy.WHST.11-12.1c](#) Use words, phrases, and clauses as well as varied syntax ...

**High-Achievers:**

✓ [CCSS.ELA-Literacy.WHST.11-12.1d](#) Establish and maintain a formal style and ....

✓ [CCSS.ELA-Literacy.WHST.11-12.1e](#) Provide a concluding statement or ....

[CCSS.ELA-Literacy.WHST.11-12.2](#) Write informative/explanatory texts, ...

✓ [CCSS.ELA-Literacy.WHST.11-12.2a](#) Introduce a topic and organize complex ideas, concepts, and information ....

✓ [CCSS.ELA-Literacy.WHST.11-12.2b](#) Develop the topic thoroughly ....

✓ [CCSS.ELA-Literacy.WHST.11-12.2c](#) Use varied transitions and sentence structures ...

✓ [CCSS.ELA-Literacy.WHST.11-12.2d](#) Use precise language, domain-specific vocabulary and techniques ...

✓ [CCSS.ELA-Literacy.WHST.11-12.2e](#) Provide a concluding statement...

[CCSS.ELA-Literacy.WHST.11-12.6](#) Use technology, including the Internet, to produce...

[CCSS.ELA-Literacy.WHST.11-12.9](#) Draw evidence from informational texts...

[CCSS.ELA-Literacy.WHST.11-12.10](#) Write routinely over extended time frames....

**Speaking and Listening:**

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view...

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks...

Differentiated Instruction
<ul style="list-style-type: none"> <li>• Written responses</li> <li>• Verbal explanations</li> <li>• Class discussions</li> <li>• Text</li> <li>• Photographs / visuals</li> <li>• Graphic organizers</li> <li>• Outlines</li> <li>• Group discussions</li> <li>• Individual reading / writing assignments</li> <li>• Small group instruction</li> <li>• Varying set of reading comprehension questions</li> <li>• Scaffold grouping</li> </ul>

<u>Accommodations for students with IEPs</u>	<u>Accommodations for students learning English as an additional language</u>	<u>Accommodations for gifted and talented students</u>
<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Small group instruction</li> <li>• Modified questions</li> <li>• Modified note-taking</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary lists with definitions</li> <li>• Modified questions</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Higher level critical thinking questions</li> <li>• Higher level critical thinking exercises</li> </ul>