



Unit Title:	Unit 9- Economics and Global Politics			
Unit Vocabulary:	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; border-right: 1px solid black; padding-right: 10px;"> <p>Key Vocabulary Part 1:</p> <p>Causes of US involvement in WWI militarism, alliances, imperialism, nationalism (MAIN) Zimmerman Telegram Sinking of the Lusitania and unrestricted submarine warfare</p> <p>Homefront in SC military bases in South Carolina (Charleston Shipyard, Camp Jackson, Parris Island) increased employment victory gardens and individual contributions Textile Production South Carolina State Council of Defense</p> <p>Migration and Artistic Expression The Great Migration Exodusters Harlem Renaissance Charleston Renaissance</p> <p>Foreign Policy Debates Isolationism vs Intervention</p> </td> <td style="width: 50%; vertical-align: top; padding-left: 10px;"> <p>Key Vocabulary part 2 :</p> <p>Great Depression Impacts on SC Economy U.S. Stock Market Crash (Bank failures and dropping farm prices)</p> <p>New Deal Acts and Programs: Agricultural Adjustment Act (1933) Civilian Conservation Corps (1933) Federal Deposit Insurance Corporation (1933) Rural Electrification Act (1936) Santee Cooper Project Social Security Act (1935) Works Progress Administration (1935) Savannah River Nuclear Plant</p> <p>Key Vocabulary part 3 :</p> <p>Military and Economic Policies Doolittle Raiders Tuskegee Airmen Double V Campaign American internment camps Wartime Production Board -James F. Byrnes -South Carolina wartime industries -Executive Order 9981</p> <p>South Carolina Military Bases Charleston Naval Shipyard Columbia Army Air Base Fort Jackson Parris Island Shaw Field</p> <p>Pre/Post-War Economic Developments and Demographic Changes Servicemen’s Readjustment Act Immigration and migration Hispanic immigration</p> </td> </tr> </table>		<p>Key Vocabulary Part 1:</p> <p>Causes of US involvement in WWI militarism, alliances, imperialism, nationalism (MAIN) Zimmerman Telegram Sinking of the Lusitania and unrestricted submarine warfare</p> <p>Homefront in SC military bases in South Carolina (Charleston Shipyard, Camp Jackson, Parris Island) increased employment victory gardens and individual contributions Textile Production South Carolina State Council of Defense</p> <p>Migration and Artistic Expression The Great Migration Exodusters Harlem Renaissance Charleston Renaissance</p> <p>Foreign Policy Debates Isolationism vs Intervention</p>	<p>Key Vocabulary part 2 :</p> <p>Great Depression Impacts on SC Economy U.S. Stock Market Crash (Bank failures and dropping farm prices)</p> <p>New Deal Acts and Programs: Agricultural Adjustment Act (1933) Civilian Conservation Corps (1933) Federal Deposit Insurance Corporation (1933) Rural Electrification Act (1936) Santee Cooper Project Social Security Act (1935) Works Progress Administration (1935) Savannah River Nuclear Plant</p> <p>Key Vocabulary part 3 :</p> <p>Military and Economic Policies Doolittle Raiders Tuskegee Airmen Double V Campaign American internment camps Wartime Production Board -James F. Byrnes -South Carolina wartime industries -Executive Order 9981</p> <p>South Carolina Military Bases Charleston Naval Shipyard Columbia Army Air Base Fort Jackson Parris Island Shaw Field</p> <p>Pre/Post-War Economic Developments and Demographic Changes Servicemen’s Readjustment Act Immigration and migration Hispanic immigration</p>
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	Post-war Jewish refugees White flight	
Upcoming Common Assessments (MasteryConnect) :	Summative: Formatives: 4/9	

	Standard(s) + Learning Objective	Activating Experience <small>(Opening, may include "Scholar Starter")</small>	Learning Experience <small>(Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)</small>	Formative or Summative Assessment(s)	Summarizing Experience <small>(Closing)</small>	WICOR, AVID and/or ELlevation Strategies <small>(aligned with learning objective)</small>
M O N D A Y	<p>Standard (write out): 8.5 CO Compare South Carolina and U.S. wartime contributions and demobilization after World War II.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can analyze the causes and effects of World War II.</p> <p>I will do this by completing a graphic organizer.</p> <p>I will know that I have learned this when I can summarize the causes and effects in my group.</p>	<p>A Brief Overview of World War II - YouTube.webm Triangle Circle Square - Ellevation.pdf</p> <p>Mastery Connect review question</p>	<p>Standards Based Materials & Resources: Path to World War eLearning 2.pptx - Barnes</p> <p>Content/Academic Vocabulary: -WWII -Axis Powers -Allies</p> <p>ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 ML, struggling students complete Scholar Starter, half of the analysis -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p>Opportunities to SWRL: Reading secondary sources Writing Graphic organizer Speaking/Listening using and listening to academic language in pairs or groups</p>	Formative: Graphic organizer	<p>Axis Powers in Europe Video.mp4 Europe 1939 - Barnes.pdf</p> <p>Students color code the countries taken over by the Axis Powers</p>	<p>Reading secondary sources Writing Graphic organizer Inquiry Causes and effects of WWI Organization Graphic organizers Collaboration Students work in groups</p>

			<p>Berea MS Sentence Stems and frames: Berea MS Sentence Stems and Frames (1).pdf</p>			
T U E S D A Y	<p>Standard (write out): 8.5 CO Compare South Carolina and U.S. wartime contributions and demobilization after World War II.</p> <p>8.5 P Analyze the transformation of South Carolina's economy from the Great Depression to its current economic diversification.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can analyze the contributions of the Tuskegee Airmen.</p> <p>I will do this by a primary source analysis.</p> <p>I will know I am successful when I can state my observations and reflections on the topic.</p>	<p>https://engage.discoveryeducation.com/share/j4qjxtc</p> <p>Who Were the Tuskegee Airmen?</p> <p>In Discovery Ed</p> <p>Mastery Connect review question</p>	<p>Standards Based Materials & Resources: Tuskegee Airmen Photos For Analysis Primary Source Analysis Tool LOC.pdf</p> <p>Content/Academic Vocabulary: -Tuskegee Airmen</p> <p>ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 ML, struggling students complete Scholar Starter, half of the analysis -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p>Opportunities to SWRL: Reading Photo Analysis Writing Primary Source Analysis Tool Speaking/Listening using and listening to academic language in pairs or groups</p> <p>Berea MS Sentence Stems and frames: Berea MS Sentence Stems and Frames (1).pdf</p>	<p>Formative: Primary source analysis tool</p>	<p>Tuskegee Airmen Dog tag Inscription Dog Tags Template.pdf</p>	<p>Reading Photo Analysis Writing Primary Source Analysis Tool Inquiry Tuskegee Airmen Organization Primary Source Analysis Tool Collaboration Students work in groups</p>

<p style="text-align: center; color: green; font-weight: bold;">W E D N E S D A Y</p>	<p>Standard (write out): 8.5 CO Compare South Carolina and U.S. wartime contributions and demobilization after World War II.</p> <p>8.5 P Analyze the transformation of South Carolina's economy from the Great Depression to its current economic diversification.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can summarize the enduring contributions of the Doolittle Raiders.</p> <p>I will do this by analyzing a secondary source.</p> <p>I will know I have learned this when I can explain the legacy of the Doolittle Raiders.</p>	<p>Mastery Connect Review Question</p> <p><u>Doolittle Raiders - Takeoff.jpg</u> <u>Doolittle Raiders - Writing Windows Level 1-2.pdf</u></p>	<p>Standards Based Materials & Resources: <u>Modified Selfless Courage of the Doolittle Raiders</u> <u>Enduring Legacy of the Doolittle Raiders Summarizer</u></p> <p>Content/Academic Vocabulary: -Doolittle Raiders</p> <p>ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 ML, struggling students complete Scholar Starter, half of the analysis -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p>Opportunities to SWRL: Reading secondary source Writing Graphic organizer Speaking/Listening using and listening to academic language in pairs or groups</p> <p>Berea MS Sentence Stems and frames: <u>Berea MS Sentence Stems and Frames (1).pdf</u></p>	<p>Formative: Graphic organizer</p>	<p><u>The Doolittle Raid on Tokyo (1942): The US Strikes Back Battle 360 History Triangle Circle Square - Ellevation.pdf</u></p>	<p>Reading secondary source Writing Graphic organizer Inquiry Doolittle Raiders Organization Graphic organizer Collaboration Students work in groups</p>
<p style="text-align: center; color: blue; font-weight: bold;">T H U R S D A Y</p>	<p>Standard (write out): 8.5 CO Compare South Carolina and U.S. wartime contributions and demobilization after World War II.</p>	<p><u>WWII Blitzkrieg.pdf</u> <u>WWII Blitzkrieg</u></p> <p>Mastery Connect Review</p>	<p>Standards Based Materials & Resources: <u>Pearl Harbor Word Web Description - Pearl Harbor.pdf</u></p> <p>Content/Academic Vocabulary: -Pearl Harbor</p>	<p>Formative: Word Web</p>	<p><u>Quotes From FDR's War Message to Congress</u></p>	<p>Reading Primary/Secondary sources Writing Word Web Inquiry WWII Organization Word Web Graphic organizer</p>

<p>A Y</p>	<p>Learning Objective Skill (what), Content (why), Product (how): I can explain how the U.S. entered WWII.</p> <p>I will do this by completing a Word Web.</p> <p>I will know I have learned this when I can explain my opinion about the U.S. entering the war.</p>		<p>ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 ML, struggling students complete Scholar Starter, half of the letter -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level students -preferential seating -frequent redirects</p> <p>Opportunities to SWRL: Reading Primary/Secondary sources Writing Word Web Speaking/Listening using and listening to academic language in pairs or groups Berea MS Sentence Stems and frames: Berea MS Sentence Stems and Frames (1).pdf</p>			<p>Collaboration Students work in groups</p>
<p>F R I D A Y</p>	<p>Standard (write out): 8.5 CO Compare South Carolina and U.S. wartime contributions and demobilization after World War II.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can analyze Hitler's Final Solution.</p> <p>I will do this by completing a graphic organizer.</p>	<p>Mastery Connect Review Question</p> <p>https://engage.discoveryeducation.com/share/dzbh89y</p> <p>Internment Camps Following Pearl Harbor in Discovery Ed</p>	<p>Standards Based Materials & Resources: Hitler's Final Solution - Barnes.pptx Graphic Organizer - Hitler's Final Solution - Barnes</p> <p>Content/Academic Vocabulary: -Adolf Hitler -Hitler's Final Solution</p> <p>ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 ML, struggling students complete Scholar Starter, half of the analysis -Sentence stems, visuals, word banks -Have groups read shorter passages if struggling -Ask gifted students to complete the entire graphic organizer. -pair struggling students with higher level</p>	<p>Formative: Graphic organizer</p>	<p>Tim Tokuno: Witness to War</p>	<p>Reading Primary/Secondary sources Writing Graphic organizer Inquiry Hitler's Final Solution Organization Graphic organizer Collaboration Students work in groups</p>

	<p>I will know I am successful when I can determine the point of Hitler's Final Solution.</p>		<p>students -preferential seating -frequent redirects</p> <p><u>Opportunities to SWRL:</u> Reading Primary/Secondary sources Writing Graphic organizer Speaking/Listening using and listening to academic language in pairs or groups <u>Berea MS Sentence Stems and frames:</u> <u>Berea MS Sentence Stems and Frames (1).pdf</u></p>			
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