



Unit Title:	Unit 9- Economics and Global Politics	
Unit Vocabulary:	<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</p>

	Hispanic immigration Post-war Jewish refugees White flight	
Upcoming Common Assessments (MasteryConnect) :	Summative: 5/5 Formatives: 4/9, 4/29	

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)
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 creation of a post WWII nation of Israel.</p> <p>I will do this by completing a graphic organizer.</p> <p>I will know I am successful when I can determine the impact of the creation.</p>	SC Ready Review Passages 1 and 2	<p>Standards Based Materials & Resources: Israel and Palestine - Barnes Graphic Organizer - Israel and Palestine - Barnes</p> <p>Content/Academic Vocabulary: -Israel -Palestine</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 Primary/Secondary sources Writing Graphic organizer</p>	Formative: Graphic organizer	Mastery Connect Sample Questions	<p>Reading Primary/Secondary sources Writing Graphic organizer Inquiry Israel and Palestine Organization Graphic organizer Collaboration Students work in groups</p>

			<p>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>			
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>Standard 5: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can analyze the ideas behind rationing for war efforts.</p> <p>I will do this by completing a graphic organizer.</p> <p>I will know I am successful when I can determine the rationale behind rationing.</p>	<p>Mastery Connect review questions</p>	<p>Standards Based Materials & Resources: Rationing Primary Source Analysis Unit Review</p> <p>Content/Academic Vocabulary: -Rationing</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 Primary/Secondary sources Writing Graphic organizer 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>Formative: Graphic organizer</p>	<p>Students generate their own unit review questions</p>	<p>Reading Primary/secondary source Writing Graphic organizer Inquiry Rationing Organization Graphic organizer Collaboration Students work in groups</p>

W E D N E S D A Y	<p>Standard (write out): Standard 5: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze the impact of two world wars and the Great Depression.</p> <p>I will do this by completing a Mastery Connect formative</p> <p>I will know that I have learned this when I can score at least 70%.</p>	<p>SC Ready Review Passage 1 and 3</p>	<p>Standards Based Materials & Resources: Formative in Mastery Connect</p> <p>Content/Academic Vocabulary: -Unit vocabulary</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 Quotes/passages in Mastery Connect Writing Mastery Connect 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>Formative: Mastery Connect Formative</p>	<p><u>Exit Ticket:</u> Minority Groups in WWII</p>	<p>Reading Quotes/passages in Mastery Connect Writing Mastery Connect Inquiry WWI, WWII, The Great Depression Organization Mastery Connect Collaboration Students work in groups</p>
T H U R 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. Standard 5: Demonstrate an understanding of</p>	<p>Mastery Connect review questions</p>	<p>Standards Based Materials & Resources: Rationing Primary Source Analysis Unit Review</p> <p>Content/Academic Vocabulary: -Rationing</p> <p>ILAP/IEP/504 Scaffolds & Supports: -Level 1 and 2 ML, struggling students</p>	<p>Formative: Graphic organizer</p>	<p>Students generate their own unit review questions</p>	<p>Reading Primary/secondary source Writing Graphic organizer Inquiry Rationing Organization Graphic organizer Collaboration Students work in groups</p>

	<p>the impact of world events on South Carolina and the United States from 1929 to present.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze the ideas behind rationing for war efforts.</p> <p>I will do this by completing a graphic organizer.</p> <p>I will know I am successful when I can determine the rationale behind rationing.</p>		<p>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 Primary/Secondary sources Writing Graphic organizer 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 style="writing-mode: vertical-rl; transform: rotate(180deg);">FRIDAY</p>	<p>Standard (write out): 8.5 CO Compare South Carolina and U.S. wartime contributions and demobilization after World War II. Standard 5: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how):</p>	<p>Mastery Connect review questions</p>	<p>Standards Based Materials & Resources: Unit Review Students will use the study guide to generate quiz questions for a quiz bowl activity.</p> <p>Content/Academic Vocabulary: -Unit Vocabulary</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: Student-generated questions</p>	<p>Blooket/ Kahoot Review</p>	<p>Reading Study Guide Writing Student-generated questions Inquiry Unit review Organization Study Guide Collaboration Students work in groups</p>

	<p>I can analyze the impact of two world wars and the Great Depression.</p> <p>I will do this by completing a Unit Review.</p> <p>I will know I am successful when I can generate my own review questions for test preparation.</p>		<p>students</p> <ul style="list-style-type: none"> -preferential seating -frequent redirects <p><u>Opportunities to SWRL:</u></p> <p>Reading Study Guide</p> <p>Writing Student- generated questions</p> <p>Speaking/Listening using and listening to academic language in pairs or groups</p> <p><u>Berea MS Sentence Stems and frames:</u> Berea MS Sentence Stems and Frames (1).pdf</p>			
--	---	--	--	--	--	--