



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: Formatives: 4/9	

	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 Hitler's Final Solution.</p> <p>I will do this by completing a graphic organizer.</p> <p>I will know I am successful when I can determine the point of Hitler's Final Solution.</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 students -preferential seating -frequent redirects</p> <p>Opportunities to SWRL: Reading Primary/Secondary sources Writing Graphic organizer</p>	Formative: Graphic organizer	Tim Tokuno: Witness to War	<p>Reading Primary/Secondary sources Writing Graphic organizer Inquiry Hitler's Final Solution 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>Learning Objective Skill (what), Content (why), Product (how): I can analyze the Nuremberg Trials.</p> <p>I will do this by completing a graphic organizer.</p> <p>I will know I am successful when I can determine the purpose of the trials.</p>	<p>Mastery Connect review questions</p>	<p>Standards Based Materials & Resources: Nuremberg Trials - Barnes Graphic Organizer - Nuremberg Trials - Barnes</p> <p>Content/Academic Vocabulary: -Nuremberg Trials</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>Textbook, p. 279-280</p> <p>SC Contributions to WWII Graphic Organizer.pdf</p>	<p>Reading Primary/Secondary sources Writing Graphic organizer Inquiry Nuremberg Trials Organization Graphic organizer 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><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze the impact of minority people groups serving in the U.S. military during WWII.</p> <p>I will do this by completing guided notes.</p> <p>I will know that I have learned this when I can explain the impact of these groups in a three sentence summary.</p>	<p>SC Ready Review Passage 1</p>	<p>Standards Based Materials & Resources: Guided Notes: Minority People Groups in WWII Textbook: p. 282 Guided Notes Organizer - Minority People Groups in WWII.pdf</p> <p>Content/Academic 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 Textbook, p. 282 Writing Guided Notes 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: Guided Notes</p>	<p><u>Exit Ticket:</u> Minority Groups in WWII</p>	<p>Reading Textbook, p. 282 Writing Guided Notes Inquiry Minority Groups in WWII Organization Guided Notes Collaboration Students work in groups</p>
<p style="text-align: center; color: blue; font-weight: bold;">T H U R S</p>	<p>Standard (write out): 8.5 CO Compare South Carolina and U.S. wartime contributions and demobilization after World War II.</p>	<p>SC Ready Review Passage 2</p>	<p>Standards Based Materials & Resources: WWII Outcomes - Barnes Graphic Organizer - WWII Outcomes - Barnes</p> <p>Content/Academic Vocabulary:</p>	<p>Formative: Graphic organizer</p>	<p>Mastery Connect Sample Questions</p>	<p>Reading Primary/Secondary sources Writing Graphic organizer Inquiry WWII Outcomes Organization</p>

<p>D A Y</p>	<p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze the outcomes of WWII.</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 war on the world.</p>		<p>-UN</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> -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><u>Opportunities to SWRL:</u> 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>Graphic organizer 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><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can analyze the impact of women serving in the U.S. military and in the workforce during</p>	<p>SC Ready Review Passage 3</p>	<p><u>Standards Based Materials & Resources:</u> Guided Notes: Women in WWII Textbook: p. 284 Guided Notes Organizer - Women in WWII.pdf</p> <p><u>Content/Academic Vocabulary:</u></p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> -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</p>	<p>Formative: Guided Notes</p>	<p>Mastery Connect Sample Questions</p>	<p>Reading Textbook, p. 284 Writing Guided Notes Inquiry Women in WWII Organization Guided Notes Collaboration Students work in groups</p>

	<p>WWII.</p> <p>I will do this by completing guided notes.</p> <p>I will know that I have learned this when I can explain the impact of these women in a three sentence summary.</p>		<p>-Ask gifted students to complete the entire graphic organizer.</p> <p>-pair struggling students with higher level students</p> <p>-preferential seating</p> <p>-frequent redirects</p> <p><u>Opportunities to SWRL:</u></p> <p>Reading Textbook, p. 284</p> <p>Writing Guided Notes</p> <p>Speaking/Listening using and listening to academic language in pairs or groups</p> <p><u>Berea MS Sentence Stems and frames:</u></p> <p>Berea MS Sentence Stems and Frames (1).pdf</p>			
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