

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II

North Smithfield School Department

- Predicting outcomes and possible consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3a**
- Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3b**
- Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. **C&G 5(9-10)- 3c**

Historical Perspective

- Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print & non-print sources. **HP 1 (11-12)- 1a**
- Explaining how historical facts and historical interpretations may be different, but are related. **HP 1 (11-12)- 1b**
- Identifying, describing, or analyzing multiple perspectives on an historical trend or event. **HP 1 (11-12)- 1c**
- Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. **HP1(9-10)- 2a**
- Interpreting and constructing visual data in order to explain historical continuity and change **HP 1 (11-12)- 2b**
- Explaining origins of major historical events. **HP 2 (11-12)- 1a**
- Synthesizing information from multiple sources to formulate an historical interpretation. **HP2(9-10)- 2b**
- Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. **HP 4 (11-12)- 1a**
- Analyzing conflict that is based on unresolved historical-geographical differences. **HP 4 (11-12)- 1b**
- Citing historical evidence that geographic factors affected decision-making by policy-makers. **HP 4 (11-12)- 1c**
- Proving whether innovation and invention have been beneficial or detrimental to society. **HP 4 (11-12)- 2b**
- Utilizing sources to identify different historical narratives and perspectives about the same events. **HP 5 (11-12)- 3a**

Economics

- Applying the concept that choices involve trade-offs in real world situations or historical contexts. **E 1 (11-12)- 1a**
- Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. **E 1 (11-12)- 2a**
- Evaluating personal choices using a cost-benefit analysis. **E 1 (11-12)- 2b**
- Differentiating between subsistence, traditional, mixed, command, and market economies. **E 1 (11-12)- 3a**
- Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. **E 2 (11-12)- 1a**
- Analyzing local, regional, national, and global markets for goods and services. **E 2 (11-12)- 1c**
- Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. **E 2 (11-12)- 2a**
- Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. **E 3 (11-12)- 1a**
- Evaluating how policymakers encourage or discourage economic activity. **E 3 (11-12)- 2a**

Geography

- Analyzing spatial patterns and synthesizing with other primary and secondary sources. **G 1 (11-12)- 1a**
- Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). **G 1 (11-12)- 1c**
- Integrating visual information from maps with other sources to form a coherent understanding of an idea or event. **G 1 (11-12)- 2b**
- Analyzing and explaining how concepts of site and situation can explain the uniqueness of places. **G 2 (11-12)- 2a**
- Evaluating the cultural and regional differences for potential bias from written or verbal sources. **2 (11-12)- 3a**
- Analyzing these relationships in a given historical or current example. **G 3 (7-8) -3a**

Reading

Key Ideas and Details (RH)

- Cite specific textual evidence to support analysis of primary and secondary sources. **RH.9-10 .1**
- Determine the central ideas or information of a primary or secondary source. **RH.9-10 .2**
- Identify key steps in a text's description of a process related to history/social studies **RH.9-10 .3**

Craft and Structure (RH)

- Determine the meaning of words and phrases as they are used in a text, including vocabulary **RH.9-10 .4**
- Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.9-10 .5**
- Identify aspects of a text that reveal an author's point of view or purpose. **RH.9-10 .6**

Integration of Knowledge and Ideas (RH)

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **RH.9-10 .7**
- Distinguish among fact, opinion, and reasoned judgment in a text. **RH.9-10 .8**
- Analyze the relationship between a primary and secondary source on the same topic. **RH.9-10 .9**

Range of Reading (RH)

- Read and comprehend history/social studies texts in the grades 6–8 text complexity band **RH.9-10 .10**

Writing

- Text Types and Purposes: argument and informational **(WHST)**
- Production and Distribution **(WHST)**
- Research
- Range of Writing **(WHST)**

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING: Big Ideas

- Causes of German, Italian and Japanese Aggression in World War II
- Fascism, National Socialism, Communism
- Imperialism
- Munich Conference and Appeasement
- U.S. isolationism vs. interventionism
- Factors that led to Japan bombing Pearl Harbor
- U.S. entry into the War

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II
North Smithfield School Department

- War at home
- Propaganda
- Japanese Internment
- Rationing
- War Industries
- U.S. Strategy in Europe
- U.S. Strategy in Pacific
- Important conferences and individuals during World War II
- Debate over the dropping of the Atomic Bomb
- Creation of the U.N.

PRIOR KNOWLEDGE:

- Students should know and be able utilize their knowledge of the end of World War I. They should apply their knowledge of the Treaty of Versailles and the League of Nations as well as the development of isolationist policy at home during the 1920s and imperialist actions of Europe and Japan during the 1930s.

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

Civics and Government

Describing or explaining competing ideas about the purposes and functions of politics and government. **C&G 1 (11-12) - 1a**

Essential knowledge and skills

- Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties
ERA 7, 2C, 2
- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. **ERA 7, 2C, 2**

Academic vocabulary

- Analyze
- Civil liberties
- Compare
- Contrast
- League of Nations
- Versailles treaty

Comparing and contrasting different forms of government and their purpose. **C&G 1 (11-12) - 1b**

- Essential knowledge and skills
- Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period.
ERA 8, 3A,1

- Academic vocabulary
- Comparing
- Confrontation
- Contrasting
- Fascism
- Socialism

Explaining how a political ideology is reflected in the form and structure of a government. **C&G 1 (11-12) - 1c**

Essential knowledge and skills

- Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period.
ERA 8, 3A,1

Academic vocabulary

- Evaluate
- Fascism
- Ideology
- Socialism

Distinguishing between the rule of law and the "rule of men." **C&G 1 (11-12) - 1d**

Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. **ERA 7,2C,5**
- Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. **ERA 8,3A,2**
- Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. **ERA 8,3C,4**

Academic vocabulary

- Analyze
- Civil liberties
- Civil rights
- Evaluate
- Fourteen Points

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II
North Smithfield School Department

Websites

- <http://www.fordham.edu/Halsall/mod/modsbook.asp> (WWI)
- <http://americanhistory.si.edu/perfectunion/experience/index.html> (Japanese internment)

- Internment
- League of Nations
- Rule of Law
- Rule of Man
- Versailles Treaty

Interpreting and analyzing the sources of the U.S. democratic tradition in the *Declaration of Independence*, etc. **C&G 2 (11-12) - 2a**

Essential knowledge and skills

- Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. **ERA 8,3C,4**

Websites

- <http://americanhistory.si.edu/perfectunion/experience/index.html>

Academic vocabulary

- Analyze
- Analyzing
- Declaration of Independence
- Democratic ideals
- Democratic tradition
- Evaluate
- Ideology
- Internment civil liberties
- Interpreting
- Legacies

Analyzing the inherent challenges involved in balancing majority rule and minority rights. **C&G 2 (11-12) - 2b**

Essential knowledge and skills

- Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. **ERA 8,3C,4**

Academic vocabulary

- Analyzing
- Civil liberties
- Constitutional issues
- Minority rights
- Public opinion

Comparing and contrasting human rights provided for in various seminal documents or materials. **C&G 3 (11-12) - 1b**

Essential knowledge and skills

- Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. **ERA 9,3B, 2**
- Explain the purposes and organization of the United Nations. **ERA 8,3B, 7**

Websites

- <http://www.fordham.edu/Halsall/mod/modsbook.asp>

Academic vocabulary

- Comparing
- Contrasting
- Evaluate
- Final solution
- Flawed peace
- Holocaust
- Human rights
- International tensions
- Purposes
- Seminal documents
- United Nations
- War crimes

Analyzing the scope and limits of personal, cultural, economic, or political rights. **C&G 3 (11-12) - 1d**

Essential knowledge and skills

- Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. **ERA 8,3C,4**

Academic vocabulary

- Analyzing
- Scope
- Cultural
- Internment
- Civil liberties
- Repercussions

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II
North Smithfield School Department

- Resistance
- Civil rights
- Constitutional issues

Comparing and contrasting U.S. systems of government with others. **C&G 4(9-10)- 1a**

Essential knowledge and skills

- Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. **ERA 8, 3A,1**

Websites

- <http://www.mywonderfulworld.org> (maps)

Academic vocabulary

- Analyze
- Assess
- Comparing
- Confrontation
- Contrasting
- Examine
- Fascism
- foreign policy
- National socialism
- Origins

Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. **C&G 4(9-10) - 1c**

Essential knowledge and skills

- Analyze propaganda strategies during World War I and II

Academic vocabulary

- Analyzing
- Constitutional issues
- Evaluate
- Foreign policy
- Implementation
- Interpreting
- Intervention
- Legacy
- Neutrality
- Postwar
- Propaganda
- Public opinion
- Rationale
- Sources

Analyzing multiple perspectives on an historical or current controversial issue. **C&G 4(9-10) - 1e**

Essential knowledge and skills

- Analyze propaganda strategies during World War I and II

Academic vocabulary

- Analyze
- Analyzing
- Assess
- Constitutional; issues
- Foreign policy
- Implementation
- Intervention
- Legacy
- Neutrality
- Origins
- Perspectives
- Postwar
- Propaganda
- Public opinion

Using collaborative decision making/problem solving to consider multiple , etc. **C&G 4(9-10) - 2a**

Essential knowledge and skills

- Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. **ERA 8, 3B, 4**

Academic vocabulary

- Allied powers
- Charter documents

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II

North Smithfield School Department

- Collaborative
- Foreign policy
- Grievances
- Implementation
- Rationale

Identifying and describing the role that various institutions play in meeting the needs of the community. **C&G 4(9-10) - 3b**

Essential knowledge and skills

- Evaluate the effects of the GI Bill on American society. **ERA 9, 1B, 1**

Websites

- www.digitalhistory.uh.edu<<http://www.digitalhistory.uh.edu/>> (GI Bill)

Academic vocabulary

- Assess
- Contrast
- Evaluate
- Examine
- GI Bill

Identifying the ways the world is organized politically, socially, culturally economically, environmentally **C & G 5 (9-10) -1a**

Essential knowledge and skills

- Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. **ERA 8, 3A, 1**
- Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. **ERA 8, 3A, 2**
- Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. **ERA 8, 3A, 3**
- Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. **ERA 8, 3A, 4**
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. **ERA 8, 3A, 5**
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. **ERA 8, 3A, 6**
- Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. **ERA 8, 3B, 2**
- Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. **ERA 8, 3B, 3**
- Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. **ERA 8, 3B, 5**
- Describe military experiences and explain how they fostered American identity and interactions among people of diverse backgrounds. **ERA 8, 3B, 6**
- Explain the purposes and organization of the United Nations. **ERA 8, 3B, 7**
- Evaluate the "flawed peace" resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. **ERA 9, 2A, 1**

Academic vocabulary

- Allied powers
- Analyze
- Appeasement
- Axis
- Confrontation
- Costs
- Culminating
- Effectiveness
- Evaluate
- Examine
- Explore
- Fascism
- Final solution
- Flawed peace
- Foreign policy
- Fourteen Points
- Good Neighbor Policy
- Holocaust
- Implementation
- Isolationist
- League of Nations
- National socialism
- Russian Revolution
- United Nations
- Versailles Treaty
- War crimes

Organizing information to show relationships between and among various individuals, systems, and structures. **C&G 5(9-10)- 1b**

Describing the interconnected nature of a contemporary or historical issue. **C&G 5(9-10) - 2a**

Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. **ERA 7, 2C, 5**
- Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. **ERA 8, 3A, 1**
- Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. **ERA 8, 3A, 2**
- Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. **ERA 8, 3A, 3**

Academic vocabulary

- Allied powers
- Analyze
- Appeasement
- Axis
- Costs
- Culminating

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II North Smithfield School Department

- Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. ERA 8, 3A, 4
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8, 3A, 6
- Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. ERA 8, 3B, 2
- Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. ERA 8, 3B, 3
- Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. ERA 8, 3B, 5
- Describe military experiences and explain how they fostered American identity and interactions among people of diverse backgrounds. ERA 8, 3B, 6
- Evaluate the reformulation of foreign policy in the post-Cold War era. ERA 10, 1C, 6

Websites

- <http://www.history.com/interactives/inside-wwii-interactive> (WWII)

Analyzing and evaluating a contemporary or historical issue. C&G 5 (9-10) - 2b

Essential knowledge and skills

- Analyze propaganda strategies during World War I and II

- Effectiveness
- Evaluate
- Examine
- Explore
- Fascism
- Final solution
- Foreign policy
- Fourteen Points
- Good Neighbor Policy
- Holocaust
- Implementation
- Isolationist
- League of Nations
- National socialism
- United Nations
- Versailles Treaty
- War crimes

Academic vocabulary

- Analyzing
- Constitutional issues
- Effectiveness
- Evaluating
- Foreign policy
- Legacy
- Neutrality
- Propaganda
- Rationale

Predicting outcomes and possible consequences of a conflict, event, or course of action. C&G 5 (9-10) - 3a

Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5
- Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. ERA 8, 3A, 2
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8, 3A, 6
- Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. ERA 8, 3B, 2
- Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. ERA 8, 3B, 3
- Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4

Websites

- <http://www.history.com/interactives/inside-wwii-interactive> (WW II)

Academic vocabulary

- Analyze
- Appeasement
- Civil liberties
- Constitutional issues
- Effectiveness
- Evaluate
- Final solution
- Fourteen points
- Holocaust
- League of Nations
- Legacy
- Munich Conference
- Public opinion
- Ratification
- Rationale
- Versailles Treaty
- War crimes

Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. C&G 5(9-10) - 3b

Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over

Academic vocabulary

- Analyze

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II North Smithfield School Department

- treaty ratification and the League of Nations. ERA 7, 2C, 5
- Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. ERA 8, 3A, 2
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8, 3A, 6
- Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. ERA 8, 3B, 2
- Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. ERA 8, 3B, 3
- Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4

- Civil liberties
- Constitutional interpretation
- Constitutional issues
- Effectiveness
- Evaluate
- Final solution
- Fourteen Points
- Holocaust
- League of Nations
- Legacy
- Public opinion
- Ratification
- Rationale implementation
- Summarizing
- Versailles Treaty

Using deliberation, negotiation, and compromise to plan and develop just solutions to problems. C&G 5(9-10) - 3c

Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5
- Explain the purposes and organization of the United Nations. ERA 8, 3B, 7

Websites

- www.pbs.org<<http://www.pbs.org>> (United Nations)

Academic vocabulary

- Deliberation
- Fourteen Points
- League of Nations
- Ratification
- Reformulation
- United Nations
- Versailles Treaty

Historical Perspective

Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print & non-print sources. HP 1 (11-12) - 1a

Essential knowledge and skills

- Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. ERA 8, 3A, 3
- Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. ERA 8, 3A, 4
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5
- Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. ERA 8, 3B, 2
- Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4

Websites

- www.dhr.history.vt.edu/index.html<<http://www.dhr.history.vt.edu/index.html>> (different perspectives)
- www.choices.edu<<http://www.choices.edu>> (choices)

Academic vocabulary

- Aggression
- Cause
- Contrast
- Diplomacy
- Final solution
- Good Neighbor Policy
- Holocaust
- Implementation
- Isolationist
- Neutrality
- Primary source
- Rationale
- Secondary source

Explaining how historical facts and historical interpretations may be different, but are related. HP 1 (11-12)- 1b

Essential knowledge and skills

- Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4

Websites

- www.dhr.history.vt.edu/index.html<<http://www.dhr.history.vt.edu/index.html>> (different perspectives)
- www.choices.edu<<http://www.choices.edu>> (choices)

Academic vocabulary

- Civil rights
- Education
- Facts
- Interpretations
- Minorities

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II North Smithfield School Department

Identifying, describing, or analyzing multiple perspectives on an historical trend or event. **HP 1 (11-12)- 1c**

Essential knowledge and skills

- Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. **ERA 8, 3A, 3**
- Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. **ERA 8, 3A, 4**
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. **ERA 8, 3A, 5**
- Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. **ERA 8, 3B, 2**
- Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. **ERA 8, 3B, 4**

Academic vocabulary

- Aggression
- Analyzing
- Causes
- Describing
- Diplomacy
- Final solution
- Good Neighbor Policy
- Historical trend
- Holocaust
- Identifying
- Implementation
- Isolationist
- Multiple perspectives
- Neutrality
- Public opinion
- Rationale
- World War I

Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. **HP1 (9-10)- 2a**

Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. **ERA 7,2C, 5**
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. **ERA 8,2A, 6**
- Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. **ERA 8, 3A, 1**
- Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. **ERA 8, 3A, 2**
- Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. **ERA 8, 3A, 4**
- Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. **ERA 8, 3B, 1**
- Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. **ERA 8, 3B, 3**
- Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. **ERA 8, 3B, 4**
- Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. **ERA 8, 3B, 5**
- Explain how the United States mobilized its economic and military resources during World War II. **ERA 8, 3C, 1**
- Analyze the effects of World War II on gender roles and the American family. **ERA 8, 3C, 5**
- Evaluate the effects of the GI Bill on American society. **ERA9, 1B, 1**

Academic vocabulary

- Analyze
- Assess
- Cause-effect
- Causes
- Context
- Culture
- Diplomacy
- Evaluate
- Fascism
- Fourteen Points
- Interpret
- Isolationist
- League of Nations
- Mobilization
- Mobilized
- National socialism
- Neutrality
- Significance
- Versailles Treaty

Interpreting and constructing visual data in order to explain historical continuity and change . **HP 1 (11-12)- 2b**

Essential knowledge and skills

- Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. **ERA 8, 3A, 1**
- Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. **ERA 8, 3A, 2**
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. **ERA 8, 3A, 5**
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor **ERA 8, 3A, 6**
- Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. **ERA 8, 3B, 1**

Academic vocabulary

- Aggression
- Analyze
- Assess
- Causes
- Change
- Consequences
- Constructing
- European Theater
- Evaluate

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II North Smithfield School Department

- Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. ERA 8, 3B, 3

Websites

- www.discoveryeducation.com<<http://www.discoveryeducation.com/>>_(videos)
- <http://www.nationalgeographic.com/xpeditions/atlas/>_(maps)

- Fascism
- Historical continuity
- Interpreting
- League of Nations
- National socialism
- Neutrality
- Turning points

Explaining origins of major historical events. HP 2 (11-12) - 1a

Essential knowledge and skills

- Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. ERA 8, 3A, 1
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8, 3A, 1

Academic vocabulary

- Analyze
- Civil rights
- National socialism
- Neutrality
- Origins
- Public opinion
- Racism
- Rationale
- Resistance

Synthesizing information from multiple sources to formulate an historical interpretation. HP2(9-10)- 2b

Essential knowledge and skills

- Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. ERA 8, 3A, 3
- Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. ERA 8, 3A, 4
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5
- Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. ERA 8, 3B, 2
- Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. ERA 8, 3B, 4

Academic vocabulary

- Analyze
- Contrast
- Diplomacy
- Evaluate
- Final solution
- Good Neighbor Policy
- Holocaust
- Implementation
- Interpretation
- Isolationist
- Neutrality
- Public opinion
- Rationale
- Synthesizing

Websites

- www.choices.edu<<http://www.choices.edu>>

Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. HP 4 (11-12) - 1a

Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. ERA 7, 2C, 5
- Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. ERA 8, 3A, 3
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. ERA 8, 3A, 5
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8, 3A, 6

Academic vocabulary

- Aggression
- Analyze
- Causes
- Foreign policy
- Fourteen Points
- Good Neighbor Policy
- Implementation
- League of Nations
- Origins
- Political struggles
- Rationale
- Versailles Treaty

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II

North Smithfield School Department

Analyzing conflict that is based on unresolved historical-geographical differences. **HP 4 (11-12) - 1b**

Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. **ERA 7, 2C, 5**
- Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. **ERA 8, 3A, 3**
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. **ERA 8, 3A, 5**
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. **ERA 8, 3A, 6**

Academic vocabulary

- Analyze
- Evaluate
- Foreign policy
- Fourteen Points
- Good Neighbor Policy
- Implementation
- Political struggles
- Rationale
- Versailles Treaty

Citing historical evidence that geographic factors affected decision-making by policy-makers. **HP 4 (11-12) - 1c**

Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. **ERA 7, 2C, 5**
- Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. **ERA 8, 3A, 3**
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. **ERA 8, 3A, 5**
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. **ERA 8, 3A, 6**

Academic vocabulary

- Aggression
- Analyze
- Evaluate
- Fourteen Points
- Good Neighbor Policy
- Implementation
- Origins
- Political struggles
- Rationale
- Versailles Treaty

Websites

- <http://www.nationalgeographic.com/xpeditions/atlas/> (maps)

Proving whether innovation and invention have been beneficial or detrimental to society. **HP 4 (11-12) - 2b**

Essential knowledge and skills

- Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. **ERA 8, 3B, 4**

Academic vocabulary

- Consequences
- Detrimental
- Evaluate

Utilizing sources to identify different historical narratives and perspectives about the same events. **HP 5 (11-12) - 3a**

Essential knowledge and skills

- Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. **ERA 7, 2C, 1**
- Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. **ERA 8, 3B, 4**

Academic vocabulary

- Assess
- Evaluate
- Implementation
- Mobilization
- Narratives
- Perspectives
- Political struggles
- Primary document
- Rationale
- Secondary sources
- Significance

Economics

Applying the concept that choices involve trade-offs in real world situations or historical contexts. **E 1 (11-12) - 1a**

Essential knowledge and skills

Academic vocabulary

**SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II
North Smithfield School Department**

- Explain how the United States mobilized its economic and military resources during World War II. ERA 8 3C, 1
- Evaluate the war's impact on science, medicine, and technology, especially in nuclear physics, weaponry, synthetic fibers, and television. ERA 8 3C, 6

- Assess
- Contexts
- Evaluate
- Innovation
- Intervention
- Mobilized
- Neutrality

Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. E 1 (11-12) - 2a

Essential knowledge and skills

- Evaluate how minorities organized to gain access to wartime jobs and how they confronted discrimination. ERA 8, 3C, 3

Academic vocabulary

- Analyze
- Causes
- Consequences
- Evaluate
- Labor militancy

Evaluating personal choices using a cost-benefit analysis. E 1 (11-12) - 2b

Essential knowledge and skills

- Evaluate how minorities organized to gain access to wartime jobs and how they confronted discrimination. ERA 8, 3C, 3

Academic vocabulary

- Agendas
- Analyze
- Causes consequences
- Craft and industrial unions
- Evaluate
- Labor militancy
- Labor movement
- Labor union

Differentiating between subsistence, traditional, mixed, command, and market economies. E 1 (11-12) - 3a

Essential knowledge and skills

- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. ERA 8,3A, 6

Academic vocabulary

- analyze
- Causes
- Contrast
- Differentiating
- Evaluate
- Implementation
- Origins
- Significance

Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. E 2 (11-12) - 1a

Essential knowledge and skills

- Explain how the United States mobilized its economic and military resources during World War II. ERA 8, 3C, 1
- Evaluate how minorities organized to gain access to wartime jobs and how they confronted discrimination. ERA 8, 3C, 3
- Analyze the effects of World War II on gender roles and the American family. ERA 8, 3C,

Academic vocabulary

- Analyze
- Assess
- Causes
- Consequences
- Gender roles
- Mobilized

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II North Smithfield School Department

Analyzing local, regional, national, and global markets for goods and services. **E 2 (11-12) - 1c**

Essential knowledge and skills

- Analyze the debate over demobilization and economic reconversion and its effects on the economy. **ERA 9, 1A, 1**

Academic vocabulary

- Analyze
- Causes
- Consequences
- Context

Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. **E 2 (11-12) - 2a**

Essential knowledge and skills

- Explore how the new relationship between science and government after World War II created a new system of scientific research and development. **ERA 9, 1C, 1**

Academic vocabulary

- Agendas
- Analyze
- Assess
- Demographic
- Evaluate
- Innovations

Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. **E 3 (11-12) - 1a**

Essential knowledge and skills

- Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. **ERA 8, 3B, 5**

Academic vocabulary

- Analyze
- Assess
- Contrast
- Costs
- Effectiveness
- Evaluating
- Implementation
- Innovations
- Legacy

Evaluating how policymakers encourage or discourage economic activity. **E 3 (11-12) - 2a**

Essential knowledge and skills

- Explore how the new relationship between science and government after World War II created a new system of scientific research and development. **ERA 9, 1C, 1**

Academic vocabulary

- Assess
- Contrast
- Evaluating
- Examine
- Explore

Geography

Analyzing spatial patterns and synthesizing with other primary and secondary sources. **G 1 (11-12)- 1a**

Essential knowledge and skills

- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. (Versailles) **ERA 7, 2C, 5**
- Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. (Good Neighbors, Japanese/German aggression) **ERA 8, 3A, 3**
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. (Good Neighbors, Japanese/German aggression) **ERA 8, 3A, 5**

Academic vocabulary

- Analyzing
- Effectiveness
- Evacuate
- Fourteen Points
- Good Neighbor Policy
- Imperialism
- Implementation
- Neutrality
- Primary sources
- Rationale

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II
North Smithfield School Department

- Secondary sources
- Versailles Treaty

Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). **G 1 (11-12)- 1c**

Essential knowledge and skills

- Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. (Good Neighbors, Japanese/German aggression) **ERA 8,3A, 3**
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. (Good Neighbors, Japanese/German aggression) **ERA 8,3A, 5**

Academic vocabulary

- Analyze
- Appeasement
- Blitzkrieg
- Effectiveness
- Evaluate Fourteen Points
- Good Neighbor Policy
- Implementation
- Neutrality
- Ratification
- Rationale

Integrating visual information from maps with other sources to form a coherent understanding of an idea or event. **G 1 (11-12) - 2b**

Essential knowledge and skills

- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. **ERA 8,3A, 6**
- Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. **ERA 8,3B, 1**

Academic vocabulary

- Analyze
- Casablanca Conference
- Effectiveness
- European Theater
- Implementation
- Operation overload
- Operation Torch
- Pacific Theater
- Rationale
- Tehran Conference

Analyzing and explaining how concepts of site and situation can explain the uniqueness of places. **G 2 (11-12) - 2a**

Essential knowledge and skills

- Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. **ERA 8,3B, 1**
- Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. **ERA 8,3B, 4**

Academic vocabulary

- Atomic bomb
- European theater
- Manhattan project
- Pacific theater

Evaluating the cultural and regional differences for potential bias from written or verbal sources. **2 (11-12) - 3a**

Essential knowledge and skills

- Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. **ERA 8,3C, 4**

Academic vocabulary

- Bias
- Civil rights
- Evaluate
- Implication
- Internment
- Regional
- Resistance

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II

North Smithfield School Department

Analyzing these relationships in a given historical or current example. **G 3 (7-8) –3a**

Essential knowledge and skills

- Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. **ERA 8,3A, 2**
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. **ERA 8,3A, 6**

Academic vocabulary

- Allied powers
- Analyze
- Central powers
- Effectiveness
- Imperialism
- Implementation
- Militarism
- Neutrality

Reading

Key Ideas and Details (RH)

- Cite specific textual evidence to support analysis of primary and secondary sources. **RH.9-10 .1**
- Determine the central ideas or information of a primary or secondary source. **RH.9-10 .2**
- Identify key steps in a text’s description of a process related to history/social studies **RH.9-10 .3**

Craft and Structure (RH)

- Determine the meaning of words and phrases as they are used in a text, including vocabulary **RH.9-10 .4**
- Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.9-10 .5**
- Identify aspects of a text that reveal an author’s point of view or purpose . **RH.9-10 .6**

Integration of Knowledge and Ideas (RH)

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **RH.9-10 .7**
- Distinguish among fact, opinion, and reasoned judgment in a text. **RH.9-10 .8**
- Analyze the relationship between a primary and secondary source on the same topic. **RH.9-10 .9**

Range of Reading (RH)

- Read and comprehend history/social studies texts in the grades 6–8 text complexity band **RH.9-10 .10**

Writing

- Text Types and Purposes: argument and informational **(WHST)**
- Production and Distribution **(WHST)**
- Research
- Range of Writing **(WHST)**

SUGGESTED WORKS:

LITERARY TEXTS

STORIES

POETRY

DRAMA

OTHER

INFORMATIONAL TEXT

NONFICTION

BIOGRAPHIES

MEMOIRS

SPEECHES, PUBLIC DOCUMENTS

- Textbook
- Choices: Should the U.S. have dropped the atomic bomb?
- The DBQ Project:
- Why did Japan bomb Pearl Harbor?
- The Cold War: A History through Documents.” Edward H. Judge

- DBQ ~ Why did Japan bomb Pearl Harbor?
- FDR’s Declaration of War speech
- Choices Unit: Should the U.S. have dropped the atomic bomb?
- Truman’s Statement August 6th, 1945
- Documents related to Japanese internment (Korematsu)

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II North Smithfield School Department

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 15. Oral presentation |
| 2. Class discussion | 7. Informativ writing | 12. Narrative writing | 16. Research project |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 18. Writer's notebook |
| 5. Graphic organizers | 10. Media appreciation | | 19. Word Study |

Develop and convey understanding:

- Tickets to enter and exit:
- *Do you agree with the U.S. position prior to 1941?*
- *Describe U.S. strategy in Europe*
- Debate and discuss DBQ on Japan bombing Pearl Harbor
- Map activity on World War II
- Debate: Should the U.S. have dropped the atomic bomb on Japan?
- Students respond to the following prompt: What were the causes and consequences of Total War during World War II on both the battlefield and on the home front?
- Develop claims and counterclaims
- Graphic Organizers
- Short answer questions based on Common Core
- Quizzes

Focus on informational writing:

- Primary Source analysis: FDR's Declaration of War speech

Focus on argument writing:

- Complete Choices DBQ on "Should the U.S. have dropped the atomic bomb on Japan" and conduct additional research. Students write a five-paragraph argument essay addressing the prompt.

Additional texts and writing for research:

- Students conduct research on how the home front was impacted during World War II
- Students conduct research on the dropping of the atomic bomb and write a five paragraph argument essay.
- Conduct an interview with a firsthand witness of a historical event and share findings with the class. (Optional)
- Videos through Discovery Education

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II

North Smithfield School Department

Textbook

TBD

Supplementary books/material

- Choices Units
- DBQ Binder in U.S. History

Technology

- Computers
- LCD projectors
- Interactive boards
- T.V.

Videos and DVDs

Materials

- Maps

Community

Websites

- www.commoncore.org/maps
- www.corestandards.org
- www.ride.ri.gov
- www.gilderlehrman.org
- www.loc.gov/teacher/
- <http://docsteach.org>
- www.readwritethink.org
- http://www.billofrightsinstitute.org/instructional/resources/Lessons/Lessons_List.asp
- http://edsitement.neh.gov/special_features_view.asp?id=1
- <http://www.archives.gov/education/lessons/civil-rights-act/activities.html#standards>
- <http://www.archives.gov/education/lessons/memphis-v-mlk/activities.html#standards>
- <http://www.besthistorysites.net/>
- <http://www.teachushistory.org>
- www.choices.edu<<http://www.choices.edu>> (col<http://www.fordham.edu/Halsall/mod/mod>)
- <http://avalon.law.yale.edu/>
- www.digitalhistory.uh.edu<<http://www.digitalhistory.uh.edu/>>
- www.jfklibrary.org<<http://www.jfklibrary.org/>>

VOCABULARY

1. Agendas	38. Demographic	75. Isolationist	112. Scope
2. Aggression	39. Describing	76. Labor militancy	113. Secondary source
3. Allied powers	40. Detrimental	77. Labor movement	114. Seminal documents
4. Analyze	41. Differentiating	78. Labor union	115. Significance
5. Appeasement	42. Diplomacy	79. League of Nations	116. Socialism
6. Assess	43. Education	80. Legacy	117. Sources
7. Atomic bomb	44. Effectiveness	81. Manhattan project	118. Summarizing
8. Axis	45. European theater	82. Militarism	119. Synthesizing
9. Bias	46. Evacuate	83. Minorities	120. Tehran Conference
10. Blitzkrieg	47. Evaluate	84. Minority rights	121. Turning points
11. Casablanca Conference	48. Examine	85. Mobilization	122. United Nations
12. Cause	49. Explore	86. Multiple perspectives	123. Versailles Treaty
13. Cause-effect	50. Facts	87. Munich Conference	124. War crimes
14. Central powers	51. Fascism	88. Narratives	
15. Change	52. Final solution	89. National socialism	<u>English Language Arts</u>
16. Charter documents	53. Flawed peace	90. Neutrality	1. Analysis
17. Civil liberties	54. Foreign policy	91. Operation Overload	2. Central ideas
18. Civil rights	55. Fourteen Points	92. Operation Torch	3. Claim
19. Collaborative	56. Gender roles	93. Origins	4. Cohesion
20. Compare	57. GI Bill	94. Pacific theater	5. Cohesion
21. Confrontation	58. Good Neighbor Policy	95. Perspectives	6. Compare
22. Consequences	59. Grievances	96. Political struggles	7. Concluding statement
23. Constitutional interpretation	60. Historical continuity	97. Postwar	8. Contrast
24. Constitutional issues	61. Historical trend	98. Primary source	9. Counter claim
25. Constructing	62. Holocaust	99. Propaganda	10. Domain-specific vocabulary
26. Context	63. Human rights	100. Public opinion	11. Event(s)
27. Contrast	64. Identifying	101. Purposes	12. Evidence
28. Contrasting	65. Ideology	102. Racism	13. Formal style
29. Costs	66. Imperialism	103. Ratification	14. Objective tone
30. Craft and industrial unions	67. Implementation	104. Rationale	15. Point of view
31. Culminating	68. Implication	105. Reformulation	16. Primary and secondary sources
32. Cultural	69. Innovation	106. Regional	17. Textual evidence
33. Culture	70. International tensions	107. Repercussions	18. Transition and sentence structure
34. Declaration of Independence	71. Internment	108. Resistance	
35. Deliberation	72. Interpretation	109. Rule of Law	
36. Democratic ideals	73. Interpreting	110. Rule of Man	
37. Democratic tradition	74. Intervention	111. Russian Revolution	

**SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II
North Smithfield School Department**

LESSON PLAN for UNIT _____

LESSONS

- Lesson #1 Summary:**

 - Lesson #2 Summary:**

 - Lesson #3 Summary:**
-

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

**SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #3 World War II
North Smithfield School Department**

□ **Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

□ **Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

○ **Formative**

○ **Summative**