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# Rhode Island 12 United States History – Alternate Sequence

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Rhode Island                                              |
| Grade            | 12 (High)                                                 |
| Subject          | United States History – Alternate Sequence                |
| Course category  | Social Studies                                            |
| Standards family | Social Studies                                            |
| Framework        | Rhode Island Social Studies Standards                     |
| Issuing agency   | Rhode Island Department of Education                      |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — A Decade That Looked Like the Future

### Unit 3: The Twenties · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                              |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What made the 1920s feel new to the people living through them?                                                                                                                                                                                                                                                                                              |
| Standards          | <b>Twenties Society</b> -> <b>SSHS.USII.2.6 SSHS.USII</b> — Argue the impact of the emergence of the United States as a dominant global power<br><b>Mass Culture</b> -> <b>SSHS.USII.3.1 SSHS.USII</b> — Argue how cultural and migratory shifts at the end of World War I impacted society and changed the demographic and cultural landscape of the nation |
| Learning target    | "I can describe how new technologies produced a mass culture and evaluate their effects."                                                                                                                                                                                                                                                                    |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                              |

#### Measurable objectives

- Students will evaluate how key figures, events, and trends shaped United States society and culture from the conclusion of World War I through the 1920s.
- Students will describe how the automobile, cinema, print media, and radio contributed to the rise in mass culture, economic growth, and expansion of the middle class.

#### Success criteria (student-friendly)

- "I describe the effect of each of the four named technologies."
- "I explain what 'mass culture' means and how it arose."
- "I connect the technologies to economic growth and the middle class."

#### Academic vocabulary

mass culture, consumer economy, instalment credit, assembly line, advertising, middle class, standardisation, leisure

#### Materials and technology

- Notebooks
- Supplied primary sources
- Supplied economic data
- Advertising facsimiles supplied

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                         |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up. |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                   |

| Support area           | This week's plan                                                                                                                                                                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multilingual learners  | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                                                                                       |

### Assessment and evidence

Student describes the four technologies' effects and evaluates them.

### Family communication

Ask your child what changed when most families could own a car.

## Day 41 — The Automobile

Week 9, Day 1 · Unit 3 · Standards: SSHS.USII.2.6, SSHS.USII.3.1

|                   |                                                                                                                       |
|-------------------|-----------------------------------------------------------------------------------------------------------------------|
| Focus             | The first named technology.                                                                                           |
| Learning target   | "I can describe how new technologies produced a mass culture and evaluate their effects."                             |
| Vocabulary in use | mass culture, consumer economy, instalment credit, assembly line, advertising, middle class, standardisation, leisure |
| Local date        | _____                                                                                                                 |

### Learning sequence

Connect: supplied figures on car ownership, 1910 to 1929. Teach: mass production lowered the price until ownership reached ordinary households, and the consequences ran far beyond transport - road building, suburbs, the oil and rubber industries, instalment credit, and a change in what young people could do unsupervised. One technology, many second-order effects, which is how to think about all four this week. Try: shared mapping of the automobile's second-order effects. Apply: students build the effect map with evidence for each branch. Reflect: the second-order effects are usually the historically important ones.

### Check for understanding

Student maps the automobile's effects with evidence.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Cinema and Radio

Week 9, Day 2 · Unit 3 · Standards: SSHS.USII.2.6, SSHS.USII.3.1

|                   |                                                                                                                       |
|-------------------|-----------------------------------------------------------------------------------------------------------------------|
| Focus             | Shared experience at scale.                                                                                           |
| Learning target   | "I can describe how new technologies produced a mass culture and evaluate their effects."                             |
| Vocabulary in use | mass culture, consumer economy, instalment credit, assembly line, advertising, middle class, standardisation, leisure |
| Local date        | _____                                                                                                                 |

### Learning sequence

Connect: for the first time, millions saw and heard the same thing. Teach: cinema and radio created a genuinely national shared culture - the same stars, the same music, the same news, the same advertising - which is what MASS CULTURE means, and which had not been possible before. It also concentrated influence in whoever controlled the studios and networks. Try: shared analysis of supplied sources on cinema and radio reach. Apply: students explain how each contributed to a shared national culture. Reflect: shared culture and concentrated influence arrive together, and both are in the standard's word 'mass'.

### Check for understanding

Student explains how cinema and radio produced a national mass culture.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Print Media and Advertising

Week 9, Day 3 · Unit 3 · Standards: SSHS.USII.2.6, SSHS.USII.3.1

|                   |                                                                                                                       |
|-------------------|-----------------------------------------------------------------------------------------------------------------------|
| Focus             | The fourth technology.                                                                                                |
| Learning target   | "I can describe how new technologies produced a mass culture and evaluate their effects."                             |
| Vocabulary in use | mass culture, consumer economy, instalment credit, assembly line, advertising, middle class, standardisation, leisure |
| Local date        | _____                                                                                                                 |

### Learning sequence

Connect: supplied magazine and newspaper circulation figures. Teach: national magazines and syndicated content carried the same material everywhere, and modern advertising developed alongside them - creating demand rather than only announcing supply, and making instalment credit respectable. That combination is what turned production capacity into a consumer economy. Try: shared analysis of supplied advertising facsimiles for technique. Apply: students analyse three facsimiles and explain the link between advertising and consumption. Reflect: this is Week 2's yellow-journalism skill applied to a different kind of persuasion.

### Check for understanding

Student analyses advertising technique and links it to consumption.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Growth and the Middle Class

Week 9, Day 4 · Unit 3 · Standards: SSHS.USII.2.6, SSHS.USII.3.1

|                   |                                                                                                                       |
|-------------------|-----------------------------------------------------------------------------------------------------------------------|
| Focus             | The economic half of the sub-part.                                                                                    |
| Learning target   | "I can describe how new technologies produced a mass culture and evaluate their effects."                             |
| Vocabulary in use | mass culture, consumer economy, instalment credit, assembly line, advertising, middle class, standardisation, leisure |
| Local date        | _____                                                                                                                 |

### Learning sequence

Connect: the sub-part names economic growth and expansion of the middle class alongside mass culture. Teach: rising productivity, new industries and consumer credit expanded the number of households with discretionary income - and the expansion was uneven, largely bypassing agriculture, much of the South, and Black Americans. The standard's claim is true and partial, and saying which parts is the analysis. Try: shared reading of supplied income and sector data. Apply: students describe the growth and state precisely who it reached and who it did not. Reflect: 'the country got richer' is a statement that needs a denominator.

### Check for understanding

Student describes economic growth and identifies who it did not reach.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — Evaluating the Decade's Shapers

Week 9, Day 5 · Unit 3 · Standards: SSHS.USII.2.6, SSHS.USII.3.1

|                   |                                                                                                                       |
|-------------------|-----------------------------------------------------------------------------------------------------------------------|
| Focus             | The parent standard's verb.                                                                                           |
| Learning target   | "I can describe how new technologies produced a mass culture and evaluate their effects."                             |
| Vocabulary in use | mass culture, consumer economy, instalment credit, assembly line, advertising, middle class, standardisation, leisure |
| Local date        | _____                                                                                                                 |

### Learning sequence

Teach: evaluation needs criteria, and the plan supplies them - how many people were affected, how deeply, how durably, and whether the change outlasted the decade. Apply those to the technologies and the figures, and different defensible rankings will result. Try: shared evaluation of two supplied trends against the four criteria. Apply: students evaluate three trends and rank them with justification. Reflect: stating your criteria before you judge is what makes an evaluation arguable rather than an opinion.

### Check for understanding

Student evaluates trends against stated criteria and justifies a ranking.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
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## Source citation

Rhode Island Department of Education. Rhode Island Social Studies Standards. Endorsed February 2023, with full implementation by the 2026-27 school year. Retrieved 2026-07-27 from <https://ride.ri.gov/instruction-assessment/social-studies>