

**High School
United States History II
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

August 26, 2021

Date

Education – Item # 9

Agenda Item

Rationale

Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Social Studies Department Vision

Know the past. Engage the present. Impact the future.

Social Studies Department Mission Statement

The mission of our department is to prepare our students to become informed and engaged citizens of an increasingly global, interdependent world. Our focus as Social Studies educators is to ensure that experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

Social Studies Department Goals

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through an interpretation of historical facts, to analyze information, and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal, and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer, and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

I. Course Description

Using a multi-faceted approach that includes sociological, cultural, economic, political, and diplomatic perspectives, US History II introduces students to the key concepts, movements, events, and personalities of the history of the United States from the 1920s to America's role in today's global society. Although the course explores history within a chronological framework, US History II develops information processing skills, with an emphasis on improving the ability of students to find, critically analyze, and evaluate the significance of facts and ideas. The course also requires students to build, support, defend, and effectively communicate their own understandings of United States history.

II. Course Instructional Materials

- ActiveClassroom (Social Studies School Services)
- Bring History Alive! (Sourcebooks for United States and World History)
- DBQ Project
- Social Studies Department Writing Rubric

III. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

B. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

<http://www.socialstudies.org/c3>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at: <http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at: <https://www.nj.gov/education/holocaust/index.shtml>

E. History of disabled and LGBT persons included in middle and high school curriculum

- A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of **middle school and high school** students as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources at: <https://www.lgbtqhistory.org/lesson-plans/>

F. Diversity, Equity, and Inclusion Mandate...

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades **kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources available at: <https://www.welcomingschools.org>

G. Asian American and Pacific Islanders Mandate

- A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
- Resources available: <https://asianamericanedu.org>

IV. General Interdisciplinary Connections / Materials

(specific materials are referenced within each unit)

- Language Art: Literature and poetry relevant to the topics covered in each unit.
- Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
- Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
- Math: Analysis and manipulation of statistics or other numeric information / data relevant to the topics covered in each unit.

V. Pacing Guide

First Marking Period	Unit #1: From Boom to Bust Unit #2: The Great Depression
Second Marking Period	Unit #3: World War II Unit #4: Postwar America Society: Recovery, Prosperity, and Turmoil
Third Marking Period	Unit #5: Cold War Conflicts Unit #6: Decades of Conservatism
Fourth Marking Period	Unit #7: American into the 21 st century Unit #8: Active Citizenship

VI. Vertical Integration – Program Mapping

The mapping of the Social Studies program within Linden Public Schools consists of the following:

Grades 1-3	Active Citizenship Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential theme including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.
Grade 4	United States Geography An introduction to the regions of the United States, with a focus on their history and development.
Grade 5	United States History Settlement/Colonization to End of the American Revolution
Grade 6	Half Year – Civics Half Year- World Geography
Grade 7	United States History The American Revolution to Post Civil War Reconstruction
Grade 8	World History Pre-history to global encounters
Grade 9	World History Global encounters to modern times
Grade 10	United States History I Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era, Imperialism, The First World War
Grade 11	United States History II Roaring Twenties, Great Depression, World War II, Social Development after WWII, Cold War, Post-Cold War Era, The World Today
Grade 12	Electives: Psychology, Sociology, Criminal Justice, African American Studies, Holocaust Studies, Political Science

VII. Accommodations, Modifications, and Teacher Strategies

(specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> • Teacher Presentation • Student Presentation • Class Discussion • Socratic Discussion • Reading for Meaning • Inquiry Design Model • Interactive Lecture • Interactive Notetaking • Compare and Contrast • Research Based • Problem Based • Project Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits • occupational or physical therapy 	<ul style="list-style-type: none"> • Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> • Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate

VIII. Social Studies Department Writing Rubric

		0	1	2	3	4
Introduction	Historical Context	does not discuss the background for the question	alludes to events, with relevance, into historical time period	is present but needs to be more concise	adequately places events, with relevance, into historical time period	clearly and accurately places events into historical time period
	Thesis	no thesis is identified	thesis is alluded to or does not accurately address the question	thesis is not clearly presented or does not fully address the question	thesis is presented and accurate but could be further developed	thesis is fully presented, well-focused and structured
	Outline of Evidence	does not support the thesis or is absent altogether	limitedly supports the thesis or meets the demands of the question	supports the thesis or demands of the questions, but could contain better examples or but could be more concise	largely supports the thesis or demands of the questions	evidence is presented, organized, and effectively supports the thesis
Discussion	Historical Knowledge	Demonstrates little knowledge or contains many inaccuracies	Offers some relevant knowledge but lacks consistent specifics or depth	offers relevant details but is not evenly applied throughout the paper	Offers relevant and consistent details throughout paper but lacks full depth or coverage of content	In-depth and accurate, applied consistently and convincingly to support thesis
	Strength of Argument	The essay is mostly a narrative and there is no attempt to form an argument.	Arguments are present but largely consist of generalized statements	Arguments indicate some in-depth discussion but not consistency throughout	Arguments indicate in-depth discussion but some components could be further developed	Argument is relevant, in-depth and supported by evidence
	Demands of the Question	are not completely addressed	are limitedly addressed throughout the response	are partially addressed throughout the response	are largely met through a clearly focused response	are fully met showing high degree of awareness.
	Historiography		does not acknowledge various interpretations of the topic, event, or issue	Attempts to acknowledge various interpretations of the topic, event, or issue	is integrated effectively into the answer to support and supplement the argument	demonstrates an awareness of the reasons and circumstances that produced different interpretations.
Conclusion	Recaps Thesis and Evidence	thesis and evidence are not summarized or there is no conclusion	Conclusion is present but does not recap the essay sufficiently	The thesis and evidence are partially summarized	thesis and evidence are both mostly summarized and explained	thesis and evidence are fully summarized and well explained.
Logistics	Organization and Structure	is absent altogether	lacks clear approach to answering the question	organization and structure are present but could be better addressed	is acceptable and does not take away from the overall quality of the essay	is strong, clear, and well-focused arguments
	Quality of the Prose	There are severe language or grammatical issues that detract from the quality of the essay	There are many language or grammatical issues that detract from the quality of the essay or it is illegible	There are some language or grammatical issues that detract from the quality or it is difficult to decipher	There are minimal language or grammatical issues that detract from the quality of the essay	There are no language or grammatical issues that detract from the quality of the essay

Score

INC

F

D

C

GRADE

Range

0 through 6

7 through 12

13 through 18

19 through 25

Score

B-

B+

A-

A+

Range

26 through 28

29 through 32

33 through 36

37 through 40

Unit #1
From Boom to Bust

Overview:

The learner will appraise the economic, social, and political changes of the decades of "The Twenties" and "The Thirties." The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems. The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How did early government reactions to the economic downturn serve to worsen its effects?
- How did the economic, social, and political events of the early 1900s lead to the economic cycles of the twenties and thirties?
- How did the variations in the economy in the 1920s cause major changes in that decade and in the 1930s?
- How do economic changes impact society?
- How do technological and social changes impact American traditions?
- How does conflict promote change in a nation's identity?
- How was America changed during this era?
- How were different groups of people affected by the business cycles of the 1920s and 1930s?
- How were programs in these decades a challenge to traditional practices in religion, race, and gender?
- Is it appropriate for the government to be involved in social and economic change?
- To what degree did America experience progress during this era?
- To what extent should the federal government attempt to effect economic and social change?
- What should the role of the federal government be in the economic and social lives of its citizens?
- Why and how does economic prosperity vary so much from one segment of society to the next?
- Why do mass numbers of people migrate inside a nation?

Enduring Understanding...

- An individual's economic status may affect their political and economic priorities.
- The national government may increase its scope of power during times of crisis.
- An individual's sense of identity can shape their social and cultural priorities.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 1.1: Post-WWI America –

Post-World War I issues in the United States; Red Scare; nativism, limits on immigration; economic policy; Harding presidency; Key Vocabulary/Terms

- Return to Normalcy, Laissez-faire, Teapot Dome scandal, tariff, nativism, Red Scare, Palmer Raids, Sacco and Vanzetti

Key Concepts/Ideas:

- The fear of communism developing in the United States.
- The causes of nativism in the United States following World War I.
- The consequences of the rise of nativism.
- The effects of corruption in the Harding Administration.

Possible Misunderstandings:

- The differences between nativism and racism.
- The United States has always welcomed immigrants.

Assessment Topic 1.2: The Roaring Twenties

Life in the Roaring Twenties; Prohibition, Jazz Age, Harlem Renaissance, rural and urban clash, rise of fundamentalism.; impact of same on American life.

Key Vocabulary/Terms

- mass media, Harlem Renaissance, Prohibition, Volstead Act, mass culture, leisure time and spectator sports, radio, markets, Jazz, silent and "talkies" films, fundamentalism, Great Migration, Marcus Garvey, "Back to Africa" movement, United Negro Improvement Association, W.E.B. Dubois, Scopes Monkey Trial, Hays Code.

Key Concepts/Ideas:

- Similarities and differences between urban and rural America.
- The causes and effects of Prohibition and its effects on American society
- Conflicts between science and fundamentalism and its relevance to contemporary American society.
- The causes and effects of the Great Migration on African-American society.
- The impact of popular culture during the Jazz Age, Harlem Renaissance, and the Roaring Twenties and its continued relevance.

Possible Misunderstandings:

- Prohibition was universally unpopular.
- Science and fundamentalism are incompatible.
- Popular culture only recently was more open with references to "immoral" activities.

Assessment Topic 1.3: The Business of America

The rise of consumer culture in the United States: causes and effects, similarities to today's consumer culture

Key Vocabulary/Terms

- Calvin Coolidge, automobile, urban sprawl, installment plan, advertising, overproduction

Key Concepts/Ideas:

- Reasons for the rise in standard of living.
- Which sectors of the economy expanded.

- The signs of superficial prosperity versus real prosperity and how to differentiate them.
- The causes and effects of the rise of a car culture

Possible Misunderstandings:

- Government regulation of business is harmful
- Consumerism has no negative effects

Assessment Topic 1.4: When Boom Goes Bust

The onset of the Great Depression, the role of the stock market, the role of government in regulating business.

Key Vocabulary/Terms

- price supports, credit, Herbert Hoover, Dow Jones Industrial Average, Speculation, buying on margin, Black Tuesday, Great Depression, Hawley-Smoot Tariff. Laissez- faire

Key Concepts/Ideas:

- How credit operates in an economy
- The warning signs of an economy on the brink of collapse
- The causes and immediate effects of the Great Depression
- The role of government in regulating business.
- Black Tuesday and the resulting chaos from the loss of stock wealth.
- The early effects of the stock market collapse on the world

Possible Misunderstandings:

- Government regulation of business equals socialism
- The stock market is the only indicator of economic health

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the impact of the Great Depression on African Americans.
- Analyze the rise of nativist movements following the conclusion of World War I.
- Examine the contributions of African-American on American Society including the Harlem Renaissance

Topics that address the Holocaust Commission Mandate...

- Analyze the rise of nativist movements following the conclusion of World War I.
- Analyze the responses to prejudices faced by minorities during the Great Depression.

Topics that address the LGBT and Special Needs Mandate...

- Examine the relative acceptance of homosexuals in pre-Hays Code Hollywood.
- Analyze how Franklin Roosevelt's disabilities were addressed by the popular media of the day.
- Examine the life of Gladys Bentley
- Examine the impact of the LGBT community on the Harlem Renaissance

STAGE 2

Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 1.1: Post-WWI America

- Students will write a eulogy for each president during the era, which reflects on the impact he, made on history and explains the significance of key events during his term(s). These will be presented as each new president is initially discussed.
- Compare and contrast the rise of nativism in the 1920 with the rise of nativism in modern times. Draw conclusions about the causes of each in the respective time frames.

Assessment Topic 1.2: The Roaring Twenties

- Students will produce a newspaper that includes the major economics, political, and social events of the era.
- Students will portray a political or cultural figure in an IMovie.

- Plan a 1920's fair to include music, movies, and new inventions. Invite other classes to visit. Use a student designed rubric to evaluate the project.
- Compare and contrast Prohibition in the 1920's to modern laws which prohibit the use of illegal drugs. Draw conclusions about the justifications in each time period.
- Evaluate the appropriateness of the term "Roaring Twenties." Base your evaluation on oral histories, journals, and historic accounts of events.
- Design a graphic organizer to illustrate the changing role of women in these decades. Use key terms related to changes like flapper, bobs, etc.
- Play the song and interpret the lyrics of "Masculine Women, Feminine Men." Add a new set of verses reflecting changes in societal acceptance of homosexuality.

Assessment Topic 1.3: The Business of America

- Students will show proficiency by passing a test.
- Create a live radio show typical of the 1920s and 1930s. In addition to having entertainment value, include news items and an analysis of a government initiative.
- Using a graphic organizer, illustrate the quote, "the 1920s were either the best of times or the worst of times."

Assessment Topic 1.4: When Boom Goes Bust

- Write a letter to President Hoover about the state of the economy in 1929. Propose ways the economy can be improved.
- Use political cartoons to analyze public reactions to political and economic events of the time period.
- Make a list of the economic problems of the 1920's that led to the stock market crash. Examine the effects of these problems on different segments of society.
- Evaluate the appropriateness of the term "Great Depression." Base your evaluation on oral histories, journals, and historic accounts of events.

Summative Activities, Tasks, or Projects:

- Document Based Question addressing the causes and effects of the Great Depression.
- Culminating Projects of the Unit addressing cultural, economic, and governmental themes.

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 1.1: Post-World War I issues in the United States

Lesson Theme: The Red Scare, causes and effects of same

Lesson Theme: The rise of nativism and its impact

Lesson Theme: Harding's economic policies and government corruption

Assessment Topic 1.2: Life in the Roaring Twenties

Lesson Theme: The rural/urban divide in the United States and its reflection in Prohibition and the clash between science and fundamentalism

Lesson Theme: The rise of mass culture

Lesson Theme: Changes for African-Americans; the Great Migration; and the impact of the Harlem Renaissance

Assessment Topic 1.3: The rise of consumer culture in the United States

Lesson Theme: The causes and effects of the post-WWI economic boom

Lesson Theme: Superficial prosperity versus actual prosperity

Assessment Topic 1.4: The onset of the Great Depression

Lesson Theme: Signs of a weakening economy.

Lesson Theme: The role of the stock market in the economy

Lesson Theme: Gaming the stock market – speculation, buying on margin, and other ways Americans boosted the market

Lesson Theme: The stock market crash and its immediate impact on the US and the world

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.
- Music and film examples from 1920's and 30s (Fine and Performing arts)
- Novels from the 1920s and 30s (Language Arts)
- Conflict between fundamentalism and science (Science)

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: 20th Century, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin, ActiveClassroom

Primary & Secondary Source Analysis:

Powell v. Alabama (1932)

Ellen Welles Page, "A Flapper's Appeal to Parents," *Outlook Magazine*, Dec. 6, 1922

F. Roosevelt's 1st, 2nd Inaugural Add.

Political cartoons of FDR and the

Supreme Court

New Deal Program List

The Grapes of Wrath

All the King's Men

It's a Wonderful Life

Unit #2 The Great Depression

Overview:

The learner will appraise the economic, social, and political changes of the decades of "The Thirties." The 1930s is characterized as a time of social and economic distress and transformation. The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

STAGE 1 Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How did early government reactions to the economic downturn serve to worsen its effects?
- How did the economic, social, and political events of the early 1900s lead to the economic cycles of the twenties and thirties?
- How did the role of the federal government change during the 1920s and 30s?
- How did the variations in the economy in the 1920s cause major changes in that decade and in the 1930s?
- How do economic changes impact society?
- How was America changed during this era?
- How were different groups of people affected by the business cycles of the 1920s and 1930s?
- How were programs in these decades a challenge to traditional practices in religion, race, and gender?
- Is it appropriate for the government to be involved in social and economic change?
- To what degree did America experience progress during this era?
- To what extent should the federal government attempt to effect economic and social change?
- What long term effects did the New Deal have on the United States?
- What should the role of the federal government be in the economic and social lives of its citizens?
- Why and how does economic prosperity vary so much from one segment of society to the next?
- Why did citizens allow the federal government to increase its power during the Great Depression, and how did it impact the future of the nation?

Enduring Understanding...

- An individual's economic status may affect their political and economic priorities.

- The national government may increase its scope of power during times of crisis.
- An individual's sense of identity can shape their social and cultural priorities.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 2.1: Hardship and Suffering During the Great Depression

Life during the Great Depression, life in urban and rural areas, the effects of the Depression on various social groups, genders, and races.

Key Vocabulary/Terms

- Shantytowns, Hoovervilles, soup kitchens, bread lines, Dust Bowl, Route 66, Okies, hoboes, direct relief

Key Concepts/Ideas:

- The impact of the Great Depression in the cities and in rural areas.
- The impact of the Great Depression on family life.
- The impact of the Great Depression on women, children, African-Americans, and other minority groups.
- The causes and effects of the Dust Bowl.
- The social and psychological effects of the Great Depression.

Possible Misunderstandings:

- The Great Depression affected only urban dwellers.
- The Great Depression was only about money and the lack thereof.
- Everyone suffered equally during the Great Depression.

Assessment Topic 2.2: The Initial Government Response

The initial federal response to the Great Depression, laissez-faire versus regulation, the effects of the initial federal response to the Great Depression

Key Vocabulary/Terms

- Herbert Hoover, business cycle, depressions, cooperation, "rugged individualism", direct relief, unemployment rate, shantytown, Hooverville, Boulder Dam, Federal Farm Board, National Credit Corporation, Federal Home Loan Bank Act, Reconstruction Finance Corporation, "trickle down" effect, Bonus Army, Patman Bill,

Key Concepts/Ideas:

- Hoover's governing economic philosophy and its effects on American morale and the economy
- Whether the role of government should be encouraging and facilitating cooperation instead of controlling it
- Whether direct relief creates a culture of dependency.
- The causes and effects of the public's response to government efforts to ameliorate the Great Depression.
- The impact of the Bonus Army and its treatment on the public's view of the government.

Possible Misunderstandings:

- Hoover did nothing during the Great Depression
- The Bonus Army attempted to take over the government.

Assessment Topic 2.3: A New Deal for America

The New Deal, the Hundred Days, government programs to manage the economy; the impact of all on the United States, its people, and its economy.

Key Vocabulary/Terms

- Franklin Delano Roosevelt, “Brain Trust”, lame-duck, New Deal, Hundred Days, bank holiday, Emergency Banking Relief Act, fireside chat, Glass-Steagall Act, Federal Deposit Insurance Corporation, Federal Securities Act, Securities and Exchange Commission, Agricultural Adjustment Act, Tennessee Valley Authority, Civilian Conservation Corps, National Industrial Recovery Act, Civil Works Administration, National Recovery Administration, Federal Housing Administration, deficit spending, court-packing, Charles Coughlin, Huey Long, Francis Townsend

Key Concepts/Ideas:

- The choice presented in the presidential election of 1932 and the impact of same.
- FDR’s plans for more vigorous government action during the Great Depression
- Analyze and determine the proper role of government in managing the economy.
- The impact of the Hundred Days and the government programs enacted during same
- Fireside chats and the role of communicating directly with public.
- Analyze and determine whether government can provide jobs and economic stimulus
- The causes and effects of anti-New Deal sentiment

Possible Misunderstandings:

- Government regulation of business is harmful.
- There was little opposition to the New Deal.
- The New Deal pulled the United States out of the Great Depression.

Assessment Topic 2.4: The New Deal Continues

The Second New Deal, increased resistance to government programs, legacy of the New Deal and its continuing impact on American society

Key Vocabulary/Terms

- Second New Deal, Eleanor Roosevelt, political realignment, New Deal coalition, Farm Security Administration, Works Progress Administration, National Youth Administration, Wagner Act, collective bargaining, National Labor Relations Board, Social Security Act, Rural Electrification Administration,

Key Concepts/Ideas:

- When does the government become too active in economic planning?
- Eleanor Roosevelt advised FDR during the Great Depression
- The New Deal Coalition gave FDR a powerful voting bloc supporting him
- Farmers received additional help during the Second New Deal.
- Many different professions were provided assistance during the New Deal.
- Labor unions received government help during the New Deal.
- Many enduring government programs were founded during the New Deal.

Possible Misunderstandings:

- Government regulation of business equals socialism
- The New Deal eliminated the possibility of economic downturns

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the effect of the Great Depression on African Americans.

Topics that address the Holocaust Commission Mandate...

- Examine the United States stance on Jewish immigrants.
- Examine the reaction to the Holocaust in the United States.
- Examine the US military response in Europe to the reports of Hitler’s Final Solution

Topics that address the LGBT and Special Needs Mandate...

- Examine the contributions made by FDR to overcome the effects of the Great Depression
- Examine Eleanor Roosevelt suspected sexual orientation and her influence on FDR’s presidency.
- Examine the life of Jose Sarria

Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 2.1: Hardship and Suffering During the Great Depression.

- Students will write a eulogy for each president during the era, which reflects on the impact he, made on history and explains the significance of key events during his term(s). These will be presented as each new president is initially discussed.
- Students will produce a newspaper that includes the major economics, political, and social events of the era.
- Evaluate the appropriateness of the term “Great Depression.” Base your evaluation on oral histories, journals, and historic accounts of events.
- Play the song and interpret the lyrics of “Brother, Can You Spare A Dime.” Add a new set of verses for later economic downturns.
- Choose items that could be displayed as artifacts in an exhibit on the Great Depression in a museum. (such as a bank statement, old radio, etc) For each item write a paragraph explaining its significance to the Great Depression.
- Students will show proficiency by passing a test.

Assessment Topic 2.2: The Initial Government Response

- Students will produce a newspaper that includes the major economics, political, and social events of the era.
- Write a letter to President Hoover about the state of the economy in 1932. Propose ways the economy can be improved.

Assessment Topic 2.3: A New Deal for America

- Write a letter to President Roosevelt about the state of the economy in 1933. Propose ways the economy can be improved.
- Students will show proficiency by passing a test.
- Students will understand the reasoning behind the “fireside chat” by examining how it was organized and the major ideas conveyed from the New Deal (major legislation—alphabet organizations).
- Students will record a “fireside chat” using FDR’s methodology of engaging and showing empathy towards the plight of the people on contemporary related topics. For example: Welfare, Medicaid, Social Security, Hunger in the US, terrorism, etc.
- Listen to a recording of a “Fireside Chat.” Write a response in favor of or against the speech given by President Roosevelt. Analyze how the President attempted to motivate the country.
- Create a poem or rap explaining the purposes of New Deal “alphabet agencies.”

Assessment Topic 2.4: The New Deal Continues

- Use political cartoons to analyze public reactions to political and economic events of the time period.
- Study the photographs of Dorothea Lange and hold a discussion on the “mood” of the nation as displayed in her work.
- Analyze Dorothea Lange’s famous *Migrant Mother* photograph. Compare the population and issues of migrant workers in the 1920’s with those of migrant workers today.
- Analyze the effectiveness and impact of New Deal policies from the perspective of one of the following: a historian, a political scientist, a geographer and an economist.

Summative Activities, Tasks, or Projects:

- Document Based Question addressing the causes and effects of the Great Depression.
- Culminating Projects of the Unit addressing cultural, economic, and governmental themes.

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 2.1: Hardship and Suffering During the Great Depression

Lesson Theme: Economic and social life during the Great Depression

Lesson Theme: The Great Depression in cities and rural areas

Lesson Theme: Social and psychological effects of the Great Depression

Assessment Topic 2.2: The initial federal response to the Great Depression

Lesson Theme: Hoover's economic philosophy
Lesson Theme: The initial government response to the Great Depression
Lesson Theme: The Bonus Army

Assessment Topic 2.3: A New Deal for America:

Lesson Theme: The election of 1932 and the lame-duck months
Lesson Theme: The Hundred Days
Lesson Theme: Early critics of the New Deal respond

Assessment Topic 2.4: The New Deal Continues:

Lesson Theme: Second Hundred Days
Lesson Theme: Praise for and criticisms of New Deal
Lesson Theme: Impact and legacy of New Deal

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.
- Novels from the Great Depression (Language Arts)

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: 20th Century, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017. Music and film examples from the Great Depression (Fine and Performing arts)

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin, ActiveClassroom

Primary & Secondary Source Analysis:

Political cartoons of Herbert Hoover and FDR

The Grapes of Wrath

All the King's Men

It's a Wonderful Life

"Brother, Can you Spare a Dime?"

Slave narratives from the WPA

"Migrant Mother"

Unit #3: World War II

Overview:

World War II was a titanic struggle that involved nearly every nation of the world with battles in nearly every corner of the globe. The war accelerated the rise of the United States as the preeminent world power. Changes came about at home as well. The end of the conflict created a new international order with the United States becoming the leader of the capitalist nations. The increased tension between capitalist and communist nations kept the world on the brink of World War III. This also led to increased paranoia at home.

STAGE 1 Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How and why did World War II impact the economic, social, cultural, and political life of the U.S.?
- How are civil liberties challenged during times of conflict?
- How did the events of World War II help facilitate the onset of the Cold War and influence American foreign policy throughout most of the 20th century?
- How did the war bring about innovation and change on the home front?
- How effective have organizations been in maintaining peace in the world?
- How has the status of superpower affected the relations between the U.S. and other nations?
- How were America and the world different because of the events of World War II?
- Should civil liberties be denied during a time of war?
- To what degree have peace-keeping organizations been successful in their purpose?
- To what extent did the military, political, and diplomatic turning points of World War II determine the outcome and aftermath of the war?
- To what extent was America's decision to drop the atomic bomb a viable option to end the war in the Pacific?
- Was US involvement in the World War II inevitable?
- Were the reasons for the US's entry into the World War II justifiable?
- What changes to society resulted from the treatment of various groups of people during World War II?
- What factors combined to draw the world and ultimately the U. S. into World War II?
- What impact did World War II have on the economic, social, cultural, and political life of the United States?

- What impact did the onset of the Cold War have on the economic, social, cultural, and political life of the United States?

Enduring Understanding...

- Innovations in warfare, determined turning points, outcomes and the aftermath of the war.
- Events of the conflict altered the political, social, cultural, and economic landscape of America.
- Post war diplomacy led to changes in US foreign policy.
- World conflicts may result in a shift in a nation's economic and political priorities.
- International affairs and global politics may be influenced by large scale conflict amongst nations.
- The growth of internationalism may lead to increased responsibilities and financial obligations for individual nations.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Assessment Topic 3.1: America at the onset of war and its path to involvement

Key Vocabulary/Terms

- isolationism, interventionism, Neutrality Acts, Quarantine Speech, Lead-Lease Act, Destroyers for Base Deal

Key Concepts/Ideas:

- The motivations behind isolationism and interventionism

Possible Misunderstandings:

- The United States can isolate itself from world troubles.

Assessment Topic 3.2: The War for Europe and North Africa

The United States and its Allies defeated the fascist threat of Nazi Germany and Italy.

Key Vocabulary/Terms

- Battle of the Atlantic, convoys, radar, U-boat, Eastern Front, Stalingrad, second front, Dwight D. Eisenhower, Operation Torch, unconditional surrender, Sicily, Tuskegee Airmen, Operation Overlord, D-Day, Normandy, Omar Bradley, George Patton, Harry Truman, Battle of the Bulge, Battle of Berlin, V-E Day

Key Concepts/Ideas:

- The US and UK forged a strong bond during the war.
- Sea power was just as important as land power in winning World War II.
- World War II was fought in many different theaters.
- The Allies had internal dissention, specifically with the Soviet Union, which would lead to post-war problems.
- Technological innovation is a key factor in successful warfare.

Possible Misunderstandings:

- The Allied victory in Europe was pre-ordained.
- World War II was fought only in Europe and in the Pacific
- The United States can suffer the most of any nation in World War II.

Assessment Topic 3.3: The War in the Pacific

The United States and its Allies defeated the threat of imperial Japan and began to create a new postwar order.

Key Vocabulary/Terms

- Douglas MacArthur, Philippines, Doolittle Raid, Battle of the Coral Sea, Battle of Midway, Chester Nimitz, "island hopping," "code talkers," Guadalcanal, Battle of Leyte Gulf, kamikaze, Iwo Jima, Okinawa, Manhattan Project, J. Robert Oppenheimer, Hiroshima, Nagasaki, V-J Day, Yalta Conference, Nuremberg Trials, occupation

Key Concepts/Ideas:

- The Battle of Midway was a key turning point in the war against Japan.
- American naval power and industrial might were the keys to a successful campaign.
- “Island hopping” brought the Allies closer to Japan without having to conquer every Japanese-held territory.
- The decision to use the atomic bomb was a controversial decision.
- Post-war trials became a feature of many wars upon their conclusion.

Possible Misunderstandings:

- The Japanese surrendered when their battle was hopelessly lost.
- American public opinion was greatly in favor of using the atomic bomb.
- The Allies did not learn the lessons of Versailles and imposed a vengeful peace

Assessment Topic 3.4: The Home Front

American society underwent changes during World War II, the role of women and minorities during World War II, the contributions of various groups during the war.

Key Vocabulary/Terms

- War bonds, defense plants, mass migration, readjustment, GI Bill of Rights, James Farmer, Congress of Racial Equality, sit-ins, “zoot suit” riots, internment, Fred Korematsu, Korematsu v. United States, Japanese American Citizens League

Key Concepts/Ideas:

- The American economy boomed during World War II.
- Women entered the workforce in record numbers.
- The GI Bill of Rights was a major force in reintegrating servicemen and creating a middle class.
- Discrimination was still a factor for African-Americans and Hispanics.
- The United States government kept Japanese-Americans in internment camps during the war.

Possible Misunderstandings:

- Wars are won only on the battlefield.
- Discrimination was suspended to focus on the war.
- The United States government treated Japanese-Americans fairly

Assessment Topic 3.5: Origins of the Cold War

The United States and its western capitalist allies confront the communist nations of eastern Europe, the two sides oppose each other short of war, two competing ideologies struggle for world dominance.

Key Vocabulary/Terms

- Capitalism, communism, United Nations, Harry Truman, Joseph Stalin, Potsdam Conference, satellite nations, containment, Iron Curtain, Cold War, Truman Doctrine, George Marshall, Marshall Plan, division of Germany and Berlin, Berlin Airlift, West Germany, East Germany, NATO, superpower

Key Concepts/Ideas:

- The Cold War developed after World War II.
- The Cold War was a clash of ideologies as well as one between nations.
- The United States feared communist takeover in many nations.
- Containment was the United States’ strategy throughout the Cold War.
- The United States was the dominant power on the capitalist side of the Cold War.

Possible Misunderstandings:

- The United States and Soviet Union could have reached a peaceful understanding following World War II.
- Eastern European nations chose to ally themselves with the Soviet Union
- The United States only offered to rebuild western Europe

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the role of civil rights during World War II
- Examine the role played by African-Americans and other minorities in helping the United States win World War II.

Topics that address the Holocaust Commission Mandate...

- Examine the liberation of the Nazi death camps and the role of same in the Nuremberg Trials.
- Debate whether there can be “crimes against humanity.”
- Examine the Japanese internment camps and the role that prejudice played in creating them.

Topics that address the LGBT and Special Needs Mandate...

- Examine the role of LGBT and special needs Americans during World War II and the beginning of the Cold War, such as Franklin Roosevelt, Eleanor Roosevelt, and returning soldiers/sailors.
- Examine the ways in which LGBT Americans had to hide their identity during wartime.

STAGE 2

Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 3.1: America at the onset of war and its path to involvement

Assessment Topic 3.2: The War for Europe and North Africa

The War for Europe and North Africa: The United States and its Allies defeated the fascist threat of Nazi Germany and Italy.

- Students will write a eulogy for each president during the era, which reflects on the impact he made on history and explains the significance of key events during his term(s). These will be presented as each new president is initially discussed.
- Students will write a speech condemning an authoritarian leader during the era, which reflects on the impact he made on history, explains the significance of key events during his reign, and describes what should have been done to stop him.
- Students will produce a newspaper/documentary film that includes the major economics, political, and social events of the era.
- Evaluate whether the Allies should have invaded Europe sooner than they did.
- Use political cartoons to analyze public reactions to political and economic events of the time period.
- Evaluate how technological advances assisted the Allies' war effort.
- Write a letter to President Roosevelt as the relative/friend of a soldier/sailor overseas. Describe the conditions he/she faces and suggest courses of action for the United States.
- In the guise of a soldier, write a letter home describing the conditions that you have found after liberating a Nazi death camp.
- Students will show proficiency by passing a test.

Assessment Topic 3.3: The War in the Pacific

The War in the Pacific: The United States and its Allies defeated the threat of imperial Japan and began to create a new postwar order.

- Students will produce a newspaper/documentary film that includes the major economics, political, and social events of the era.
- Use political cartoons to analyze public reactions to political and economic events of the time period.
- Write a letter to President Roosevelt as the relative/friend of a soldier/sailor overseas. Describe the conditions he/she faces and suggest courses of action for the United States.
- Evaluate the pros and cons of using the atomic bomb and suggest a course of action for President Truman.
- Students will debate whether the United States should have used the atomic bomb.
- Students will debate whether a war crimes trial is a "victor's justice" or a step toward enforceable international standards.
- Students will show proficiency by passing a test.

Assessment Topic 3.4: The Home Front

The Home Front: American society underwent changes during World War II, the role of women and minorities during World War II, the contributions of various groups during the war.

- Students will produce a newspaper/documentary film that includes the major economics, political, and social events of the era.
- Use political cartoons to analyze public reactions to political and economic events of the time period.
- Write a letter to President Roosevelt as the friend of a Japanese-American. Discuss the internment camps and suggest other courses of action for the United States.
- Evaluate the roles of women and minorities during the war and suggest how changes might become permanent.
- Students will show proficiency by passing a test.

Assessment Topic 3.5: Origins of the Cold War

Origins of the Cold War: The United States and its western capitalist allies confront the communist nations of eastern Europe, the two sides oppose each other short of war, two competing ideologies struggle for world dominance.

- Students will write a eulogy for each president during the era, which reflects on the impact he made on history and explains the significance of key events during his term(s). These will be presented as each new president is initially discussed.
- Students will produce a newspaper/documentary film that includes the major economics, political, and social events of the era.
- Evaluate whether the Cold War could have been avoided.
- Use political cartoons to analyze public reactions to political and economic events of the time period.
- Write a letter to President Truman describe the actions of the Soviet Union and suggest courses of action for the United States.
- Compare/contrast the different ideologies involved in the Cold War.
- Students will debate whether the United States should take a leadership role in the post-war world or should retreat to its pre-war isolationism.
- Students will debate whether the United States should continue assuming leadership in contemporary international politics or return to a multipolar world order.
- Students will show proficiency by passing a test.

Summative Activities, Tasks, or Projects:

- Document Based Question addressing the decision to use the atomic bomb
- Culminating Projects of the Unit addressing cultural, economic, and governmental themes.

STAGE 3 **Learning Plan**

Assessment Topics and Lesson Themes:

Assessment Topic 3.1: America at the onset of war and its path to involvement

Lesson Theme: Americans and Isolationism

Lesson Theme: Moving away from Neutrality

Lesson Theme: The Arsenal of Democracy

Lesson Theme: Foreign Policy Debate, Isolationists versus Interventionists

Lesson Theme: Japan Attacks the US

Assessment Topic 3.2: The War for Europe and North Africa

Lesson Theme: War Plans for Europe

Lesson Theme: The Eastern and North African Fronts

Lesson Theme: The Italian Campaign and D-Day

Lesson Theme: The Liberation of Europe

Assessment Topic 3.3: The War in the Pacific

Lesson Theme: The Japanese Advance is Stopped

Lesson Theme: Island Hopping

Lesson Theme: The Manhattan Project and the End of the War

Lesson Theme: Post-War Trials and Occupation

Assessment Topic 3.4: The Home Front

Lesson Theme: Economic Gains

Lesson Theme: Social Adjustments

Lesson Theme: Japanese Internment

Assessment Topic 3.5: Origins of the Cold War

Lesson Theme: Former Allies Clash

Lesson Theme: Ideological Differences

Lesson Theme: Containment

Lesson Theme: Rebuilding Europe

Lesson Theme: Superpowers Struggle Over Germany

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.
- Music and film examples from and/or depicting World War II (Fine and Performing arts)
- Novels from and/or depicting World War II (Language Arts)

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: 20th Century, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin, ActiveClassroom

Primary & Secondary Source Analysis:

Primary Sources Analysis

- "The View From the Bottom Rail", After the Facts: The Art of Historical Detection, Chapter 8.

Articles

- Nuechterlein, James. "Gifts of the Robber Barons". *Commentary*, March 2007. Annual Editions: American History Volume I. 21st ed.
- Pearson, Arthur Melville. "Utopia Derailed". *Archaeology*, January/February 2009. Annual Editions: American History Volume I. 21st ed.
- Lefebvre, Ben. "Joe Hill: 'I Never Died,' Said He". *American History*, December 2005. Annual Editions: American History Volume I. 21st ed.
- Useem, Jerry. "A Brief History of Fear". *Fortune*, September 3, 2007. Annual Editions: American History Volume I. 21st ed.

Interpretation Analysis

- "The Haymarket Affair". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 2, Chapter 6.
- "The Wild West". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 2, Chapter 4.
- "Little Big Horn". Changing Interpretations of America's Past: The Pre-Colonial Period Through the Civil War. Volume 2, Chapter 5.

Unit #4:
Postwar America Society: Recovery, Prosperity, and Turmoil

Overview:

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How does a nation's involvement in international conflicts affect politics and society at home?
- Did the Cold War ultimately have a positive or negative impact on the United States?
- How did the Civil Rights Movement change America?
- How did the philosophical shift toward more militant tactics impact the outcome of the Civil Rights Movement?
- How do technological changes alter the lives of individuals?
- How does a government's response to political events and situations affect the nation?
- How does a government's response to political events and situations impact the nation?
- How does innovation effect other changes in a nation?
- How effective are challenges to authority in bringing about change?
- How is America different because of the social movements of this era?
- How is America different because of the social movements which took place between 1945-1980?
- To what degree has equality been achieved in America?
- To what extent did social movements in America impact women, young people, and the environment?
- To what extent did the effects of the Cold War impact economic, political, and social life in America?
- What impact did the Vietnam War have on the United States?
- What political, social, and economic factors led to US involvement in the Vietnam conflict?

- What social and political consequences resulted from the actions of the government during this time period?
- What technological innovation has had the greatest impact on American life?
- Why is change so difficult for some people?

Enduring Understanding...

- Civil disobedience may cause conflict while also effecting change.
- Economic, political, and social developments may lead to a shift in the collective identity of a nation.
- Innovations may influence changes in government, leading to new policies and practices.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Example of Unit Specific Tasks:

- Identify economic and social problems Americans faced after World War II.
- Explain of the desire for stability led to political conservatism.
- Describe causes and effects of social unrest in the postwar period.
- Contrast domestic policy under presidents Truman and Eisenhower.
- Explain how the white migration to the suburbs created an urban crisis.
- Describe the efforts of minorities to gain equal rights and fight poverty.
- Identify the factors that contributed to Kennedy's election in 1960.
- Describe the new military policy of the Kennedy administration.
- Summarize the crises that developed over Cuba.
- Explain the Cold War symbolism of Berlin in the early 1960s.
- Identify the reforms of the Warren Court.
- Evaluate the impact of Great Society programs.
- Explain how legalized segregation deprived African Americans of their rights as citizens.
- Summarize civil rights legal activity and the response to the *Plessy* and *Brown* cases.
- Trace Dr. Martin Luther King Jr.'s civil right activities, beginning with the Montgomery Bus Boycott.
- Describe the expansion of the civil rights movement.
- Identify the goal of the freedom riders.
- Explain how civil rights activism forced President Kennedy to act against segregation.
- State the motives of the 1963 March on Washington.
- Describe the tactics tried by civil rights organizations to secure passage of the Voting Rights Act.
- Compare segregation in the North with segregation in the South.
- Identify the leaders that shaped the Black Power Movement.
- Describe the reaction to the assassination of Dr. Martin Luther King Jr.
- Summarize the accomplishments of the civil rights movement.

Students will know...

Key Vocabulary/Terms

- Duck and cover", Fallout Shelters, House Un-American, Activities, Committee, Hollywood Blacklist, Alger Hiss, Julius and Ethel, Rosenberg, National Security Act (1947), Taft-Hartley Act, Fair Deal, AFL-CIO, National Highway Act, New Left, Détente, S.A.L.T. I and II
- C.O.R.E., *Brown v. Board of Education, Topeka, Kansas* (1954), Thurgood Marshall, Earl Warren, Rosa Parks, Montgomery bus, boycotts, Martin Luther King, Jr., Little Rock Nine, S.N.C.C., Sit-ins, Freedom Riders, 24th amendment, George Wallace,

March on Washington, James Meredith, Civil Rights Act of 1964, Voting Rights Act of 1965, Malcolm X, Black Power Movement, Black Panthers

- Elvis Presley, British Invasion —Beatles, Students for a Democratic Society (SDS), Counterculture, Woodstock
- Betty Friedan, *The Feminine Mystique*, National Organization for Women, Women's Liberation, Gloria Steinem, Equal Rights Amendment, *Roe v. Wade* (1973)
- Clean Air Act, Clean Water Act Environmental, Protection Agency
- Radio in 1950s, Color television, *Sputnik*, NASA, National Defense, Education Act, Space Programs, John Glenn, Neil Armstrong, Commercial jet travel, Silicon Valley, Computers, ICBMs, Nuclear power
- New Frontier, Peace Corps, Great Society, HUD, Head Start, VISTA, Medicare, National Endowment for the Humanities, Robert Kennedy, 1968 Democratic National Convention, Watergate

II. Key Concepts/Ideas:

III. Possible Misunderstandings:

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the treatment of African Americans in the post-war society.
- Examine the rise of the Civil Rights movement in particular Radio Free Dixie and Robert Williams.
- Examine the treatment of minorities in the United States and the policies of Segregation.
- Examine the growth and success of the Civil Rights Movement.
- Examine the role of prominent Civil Rights leaders like Dr. Martin Luther King Jr., Malcolm X, Stokely Carmichael, the Black Panthers.

Topics that address the Holocaust Commission Mandate...

- Examine the attitudes of Americans towards the perceived threat of Communism, particularly in regard to the rise of McCarthyism.

Topics that address the LGBT and Special Needs Mandate...

- Explain how civil rights activism in the twentieth century affected the growth of African American and other identity-based political and social movements.
- Recognize key role played by other Americans – Latinos, indigenous people, LGBTQ – in agitating and gaining greater rights.
- Analyze and explain the logic used to overturn statutes that were employed to ban same-sex marriage.
- Examine causes and impact of the Lavender Scare.
- Examine the life of Pauli Murray and her book *States' Laws on Race and Color*
- Examine the life of Bayard Rustin
- Examine the role of Carl Wittman and the "Gay Manifesto"
- Examine the life of Rita Mae Brown and the Lavender Menace, and her autobiography *Rubyfruit Jungle*.
- Examine the Stonewall Uprising and the formation of the Gay Liberation Front
- Examine the life of Gloria Anzaldú and the book, *This Bridge Called My Back*.
- Examine the impact of the Disco Queen, Sylvester
- Examine the role of Anita Bryant in the anti-gay movement
- Examine the impact of the Robert Hillborough murder and the San Francisco Gay Freedom Day March
- Examine the life of Harvey Milk
- Examine the life and contributions of Essex Hemphill.
- Examine the life of Hiyoshi Kuromiya

Evidence of Learning

Formative Activities, Tasks, or Projects:

- Study the 2nd Red Scare of the 1950's. Prepare reports on the Congressional hearings, results of the hearings, and justification (if any).
- List and explain four major pieces of anti-communist legislation. Determine the impact the legislation had on society.
- Form two groups. Debate the question: "Did the Red Scare violate United States citizens' constitutional rights? (H)"
- Read excerpts from A. Mitchell Palmer, Joseph McCarthy, and *The Crucible* by Arthur Miller, and compare the Red Scare after WWI to the Red Scare after WWII.
- Discuss the similarities and differences for the Civil Rights Movement: civil disobedience, urban riots, Dixiecrats, Freedom Riders, Greensboro sit-ins.
- Research leadership of the Black Revolution. Compare goals, strategies, and results. How did Malcolm X and Stokely Carmichael justify the use of violence?
- Create and complete a chart with these headings: Human Costs of the Civil Rights Movement, Role of Ordinary People, Effects of the Media, Impact of the Movement
- Hold seminar sessions with Dr. King's writings such as "Letter from a Birmingham Jail," "I Have A Dream Speech," etc. Discuss the power of words and how the right words have a more powerful impact on the intended audience.
- Create a chart to compare various civil rights organizations (e.g., NAACP, National Urban League, CORE, SCLC, SNCC, Organization of Afro-American Unity, Black Panthers) in their goals and strategies.
- Using the terms: feminists, hippies, Rock 'n roll, and Beatniks, describe the social movements of the decades.
- Use a Venn diagram to compare leaders of the feminist movement and the American Indian Movement.
- Analyze the effects of *Roe v. Wade* on the political climate of the United States from 1973 to the present.
- Create multimedia presentations demonstrating the differences in youth culture in the 50's and 60's. Focus on literature, music, fads, slang, etc.
- Compare job possibilities for women in the 1950's and today. Where are the "glass ceilings" now?
- Create multimedia presentations that demonstrate how technology has changed the way United States citizens live their everyday lives.
- Create a visual representation depicting the impact of all new medicines and machines developed in this time period; include polio vaccines, birth control pills, artificial hearts, etc.
- Write newspaper articles about the protests that occurred outside the Democratic National Convention in 1968.
- Compare LBJ's Latin American policy with that of FDR's "Good Neighbor" policy.
- Discuss the impact of the assassinations of this time period on United States citizens (i.e., Dr. Martin Luther King, Jr., John F. Kennedy, Robert Kennedy).
- Analyze the visual images of the United States after the Vietnam years. Discuss ways the war changed the nation.

Summative Activities, Tasks, or Projects:

- Document Based Question
- Culminating Projects of the Unit

STAGE 3 Learning Plan

Assessment Topics and Lesson Themes:

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: 20th Century, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin, ActiveClassroom

Primary & Secondary Source Analysis:

Excerpts from the Congressional Record from Joseph McCarthy on the Communist threat, 1950

Excerpts from Richard Nixon's memoirs related to his China visit

Brown v. Board of Education (1954)

Martin Luther King, "Letter from a Birmingham Jail," "I Have a Dream" Speech

Civil Rights Act of 1964

Voting Rights Act of 1965

Swann v. Charlotte-Mecklenburg (1971)

National Defense Education Act

John F. Kennedy's Inaugural Address

Civil Rights Act of 1964

Voting Rights Act of 1965

Medicare Act of 1965

25th Amendment

Transcripts of the Senate Watergate

Committee Hearings

U.S. v. Nixon (1974)

Henry Louis Gates, Jr., *Behind the Color*

Line in America

Eric Goldman, *The Crucial Decade*

David Halberstam, *The Fifties*

Elizabeth Kytte, *Willa Mae*

Betty Friedan, *The Feminine Mystique*

Bob Dylan, "Talkin John Birch Paranoid Blues"

Vern Partlow, "Old Man Atom"

Malvina Reynolds, "Little Boxes"

Films

The Atomic Café

The Manchurian Candidate

The Night of the Generals

Crimson Tide

The Blackboard Jungle

Separate but Equal

All the President's Men

The Candidate

Unit #5 Cold War Conflicts

Overview:

In Post-World War II society, the two Superpowers engaged in an ideological battle to win the hearts and minds of the rest of the world. The United States committed itself to containing the spread of communism abroad. Despite never engaging in direct combat with the Soviet Union, both countries committed themselves to both direct and covert acts of aggression in a series of police actions and covert operations. The two countries also combatted in technological advancements and sports competitions as a way to prove their superiority over one another.

STAGE 1 Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- What is America's role in world affairs?
- When should America enter into war with other countries?
- How does a country's geography influence combat?
- How did the events of World War II help facilitate the onset of the Cold War and influence American foreign policy throughout most of the 20th century?
- How effective have organizations been in maintaining peace in the world?
- How has the status of superpower affected the relations between the U.S. and other nations?
- How were America and the world different because of the events of World War II?
- Should civil liberties be denied during a time of war?
- Do radical beliefs pose a threat to the nation?
- To what degree have peace-keeping organizations been successful in their purpose?
- Should those who are opposed to war be forced to fight?

Enduring Understanding...

- Events of the conflict altered the political, social, cultural, and economic landscape of America.
- Post war diplomacy led to changes in US foreign policy.
- World conflicts may result in a shift in a nation's economic and political priorities.

- International affairs and global politics may be influenced by large scale conflict amongst nations.
- Wealthy nations have a responsibility to aid other countries
- The growth of internationalism may lead to increased responsibilities and financial obligations for individual nations.
- Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Examples of Unit Specific Tasks:

- Organize, gather and synthesize evidence from maps, timelines, charts about the communist conflicts in Asia.
- Summarize the events of the Korean conflict.
- Describe changes of public opinion during the Korean War.
- Identify main idea's and supporting claims in a primary source: General Bradley's address to Senate on avoidance of expanding the Korean War to China.
- Debate whether or not Gen. MacArthur should have been fired by President Truman.
- Debate whether American's should speak up for other American's when their civil liberties are threatened.
- Identify the reasons for the rise of Joseph McCarthy and other spy hunters during the 1950's.
- Examine the impact of the Cold War on United States Relations with the USSR and Cuba.
- Explain the reasons for US opposition to Fidel Castro's regime in Cuba.
- Identify policy alternatives available to the U.S. and USSR during the Cuban Missile Crisis.

Students will know...

Assessment Topic 5.1 Early Cold War Conflicts Korean War

Key Vocabulary/Terms

- Chinese Revolution, Communism, Josef Stalin, Harry Truman, Kim Il-Sung, Mao Zedong, United Nations, Proxy War, Containment, 38th parallel, Stalemate, Armistice, General Douglas MacArthur, DMZ zone
- McCarthyism, HUAC, Hollywood 10, The Rosenbergs, Kitchen Debate

Key Concepts/Ideas:

- Containment Theory, Policy Action, McCarthyism, Brinkmanship, Propaganda, Proxy

Possible Misunderstandings:

- The USSR had no involvement with North Korea.

Assessment Topic 5.2 Escalation of tensions with the USSR and Spread of Pro-Communist Governments

Key Vocabulary/Terms

- Cuban Revolution, Fidel Castro, Dwight D. Eisenhower, Bay of Pigs, CIA, John F. Kennedy, Nuclear Missiles, U2 Spy Plane, Cuban Missile Crisis, Blockade, Hot line, Space Race, Media Wars

Key Concepts/Ideas:

- Brinkmanship, Domino Theory, Covert Operations, Flexible Response, Propaganda

Possible Misunderstandings:

- The Bay of Pigs Invasion was planned by the CIA not the US military

Assessment Topic 5.3 Vietnam War

Key Vocabulary/Terms

- French Indochina, Ho Chi Minh, Viet Minh, Ngo Dinh Diem, 17th Parallel, Gulf of Tonkin Resolution, Draft, Tet Offensive, Lydon B. Johnson, Richard Nixon, Vietnamization, Kent State Shooting, Agent Orange, Viet Cong, Napalm

Key Concepts/Ideas:

- Police Action, Brinkmanship, Domino Theory, Covert Operations, Flexible Response, Propaganda, Proxy

Possible Misunderstandings:

- The United States only entered into the war after the Gulf of Tonkin Resolution.
- The North Vietnamese were persecuting Buddhists in Vietnam.
- The Soviet Union was directly involved in the Vietnam War.
- The United States was directly involved in the Soviet/Afghanistan Conflict.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the role and experience of the black soldier during the Vietnam War. **Vietnam and the Black Soldier**

Topics that address the Holocaust Commission Mandate...

- North Korean Labor Camps
- “The Burning Man” Buddhist Persecution in South Vietnam

Topics that address the LGBT and Special Needs Mandate...

- *Don't Ask and I Will Tell: Finding Myself in Vietnam*
- Lavender Scare

STAGE 2

Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 5.1 Early Cold War Conflicts Korean War

- Map out what countries had intervention by either the Soviet Union or the USA
- Class Debate: Who had the better strategy Truman or McArthur?
- Active classroom: Short answers using primary sources on the Korean War expansion?
- “Beware of the Communist” Task
- Analyze Political Cartoons from the Korean War and McCarthyism
- Quiz on the Korean War Conflict and its Effect on the Homefront.

Assessment Topic 5.2 Escalation of tensions with the USSR

- Decision Making: Cuban Invasion Plan, 1961
- Mock Negotiations between the US and USSR regarding the use of nuclear weapons in Cuba?
- Class discussion What can we learn about examining the Cuban Missile Crisis and its resolution that can be applied to other escalating conflicts?
- Reading Comprehension Questions on Cuban Missile Crisis
- Group Role Play: Cuban Missile Crisis Escalation Game (Soviets, USA, Cuba)
- Bring History Alive Class Discussion: *What were the lessons of the Cuban Missile Crisis? Did it contribute toward détente or accelerate the arms race?*
- Primary Source Analysis Kennedy Shoots for the Moon

Assessment Topic 5.3 Vietnam

- Short Answer: What were previous administrations role in the destabilization of South Vietnam before LBJ?
- Mock Negotiations Vietnam/ Johnson Administration 1966
- Mock Negotiations Vietnam/ Nixon Administration 1969
- Class discussion Compare the two-mock negotiation in class...What were different between the two?
- Primary Source Analysis: Vietnam War Protest Music
- Bring History Alive! *Research What was the media's influence on the public's opinion during the Vietnam war?*

- Bring History Alive! *Research & Debate assumptions with statistics to assess the validity of the class basis of combat service in Vietnam?*

Summative Activities, Tasks, or Projects:

Assessment Topic 5.1 Early Cold War Conflicts Korean War

- DBQ: How did the U.S. Contain Communism?
- Create an iMovie to Examine the causes and consequences of the Korean War and evaluate the strategy in achieving military victory. *Why did Truman seek assistance from the United Nations? To what extent did the U.S goals change during the War? What military factors accounted for the stalemate? What was the impact of the Korean War on U.S. domestic politics and foreign affairs?*

Assessment Topic 5.2 Escalation of tensions with the USSR

- Create an iMovie Special News Report preparing viewers to watch JFK's speech to the American People
- Essay Free Response: *What can we learn by examining the Cuban Missile Crisis and its resolution that can be applied to other instances of conflict?*

Assessment Topic 5.3 Vietnam

- DBQ: *How was a small country like Vietnam able to defeat a superpower like the United States during the Vietnam War?* (Consider these areas: military, economic, political, social)
- Free Response Essay: Describe the challenges faced by American combat soldiers in Vietnam. What conditions and factors lessened the effectiveness of the American military?
- Project: Create a Crash Course answering What was the media's influence on the public's opinion of the Vietnam War?

STAGE 3 **Learning Plan**

Assessment Topics and Lesson Themes:

Assessment Topic 5.1 Early Cold War Conflicts Korean War

Lesson Theme: Read & Answer Questions [Apply Common Core: Early Cold War](#)
 Lesson Theme: Power Point Presentations on Cold War
 Lesson Theme: Beware of the Communist Task and Discussion
 Lesson Theme: Map Activity: [Korean War](#)
 Lesson Theme: [Korean War Primary Source Analysis](#)
 Lesson Theme: Korean War Summative Activity

Assessment Topic 5.2 Escalation of tensions with the USSR

Lesson Theme: Cuban Revolution Overview
 Lesson Theme: [From Hot to Cold War: Cuban Missile Crisis](#)
 Lesson Theme: [Cuban Missile Crisis Role Play Game](#)
 Lesson Theme: [Primary Source Analysis Kennedy Shoots for the Moon](#)
 Lesson Theme: Summative Activity

Assessment Topic 5.3 Vietnam

Lesson Theme: [Proxy War Activity](#)
 Lesson Theme: [Early Vietnam War introduction activity](#)
 Lesson Theme: Power Point Vietnam War
 Lesson Theme: [Vietnam War Map Activity](#)
 Lesson Theme: **LHS Remembers Vietnam War**
 Lesson Theme: Reactions at home Vietnam War Protest Music Analysis
 Lesson Theme: [President Nixon and His Foreign Policy](#)
 Lesson Theme: [Soviet Invasion of Afghanistan: Do we get involved again?](#)
 Lesson Theme: Vietnam Summative Activity

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.
- Mathematics: Korean War Public Poll Data Analysis for trends, patterns and changes
- Vietnam War Protest Music Analysis
- Chemical and Herbicides used during Vietnam War

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: 20th Century, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin, ActiveClassroom

Primary & Secondary Source Analysis:

Unit #6 Decades of Conservatism

Overview:

After a decades of change prosperity and social changes Americans transitioned to conservative politics. Prosperity gave way to stagnation. Confidence in the government leaders turned to suspicion. Americans turned their attention to the middle east with the rise of radicalism and terrorism. Eventually leading to the rise of neo-conservatives with the election of Ronald Regan and the fall of the Soviet Union.

STAGE 1 Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- What issues and factors have dominated U.S. foreign policy since the 1970s?
- What impact did political and economic scandals have on U.S. policy and the American people?
- How did terrorism and events in the Middle East affect the nation psychologically?
- What U.S. policies contributed to the eventual end of the Cold War?
- Why is the United States economically prosperous?
- What ways can a president abuse power?
- Are there limits to government activity in the economy?
- How "free" should national and international trade be?
- What impact does scarcity have on the production, distribution, and consumption of goods and services?
- How does the free market system affect the world?
- What is America's role in world affairs?
- How should government regulate business/economy?
- How should goods and services to be distributed?
- How does control of land and resources motivate peoples' actions?

Enduring Understanding...

- Events in the Middle East have frequently dominated foreign policy since 1970
- Scandals such as Watergate, had a major on domestic policy and the American people.

- The political climate was frequently dominated by conflict between different social groups
- Decisions concerning the allocation and use of economic resources impact individuals and groups.
- Local, national, and international relationships are affected by economic transactions.
- The rise of the standard of living in the United States is determined by a variety of factors.
- World conflicts may result in a shift in a nation's economic and political priorities.
- International affairs and global politics may be influenced by large scale conflict amongst nations.
- Wealthy nations have a responsibility to aid other countries
- The growth of internationalism may lead to increased responsibilities and financial obligations for individual nations.
- Protecting the common good may require sacrificing individual rights.
- Governments can change based on the needs of people, their society and their culture.
- Nations interact with each other through trade, treaties and use of force.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Examples of Unit Specific Tasks:

- Explain of the desire for stability led to political conservatism.
- Describe Nixon's New Federalism.
- Analyze the media's role in Nixon's downfall.
- Understand the events surrounding the Watergate scandal, including the break-in, subsequent cover-up, and subsequent investigation and judicial action during the scandal
- Speculate as to why the Nixon Administration might have felt it necessary to take the actions that caused the scandal
- Develop conclusions about the impact of the scandal on the U.S. government and on the American public
- Synthesize information regarding the scandal and analyze its impact on the three branches of government, as well as the Constitutional system
- Describe stagflation.
- Explain how Gerald Ford became the President of the United States.
- learn that Jimmy Carter entered office with noble aims that he by and large failed to achieve
- Describe Carter's work with Egypt and Israel peace initiative in Middle East diplomacy
- understand that Carter faced essentially the same domestic and foreign policy issues that the Ford administration was unable to resolve and also failed to resolve them.
- Describe important events and trends in American politics between 1970's and 80's .
- Evaluate the domestic policy agendas and accomplishments of Presidents Nixon, Ford, Carter and Reagan.
- Describe events and trends that shaped American society and culture between 1980 and 2000.
- Trace key Cold War events that culminated in the fall of the Soviet Union and the end of the Cold War.
- Evaluate the role of the United States in the Middle East from 1960's to 1990.

Students will know...

Assessment Topic 6.1 Nixon's Domestic Policies and Watergate Scandal

Key Vocabulary/Terms

- Southern Strategy, New Federalism, Planned variation and urban renewal plan, trade deficit, stagflation, silent majority, affirmative action, clean air act, dirty tricks, CREEP, impeachment, 25th Amendment, Pentagon Papers, Clean Air Act, 26th Amendment, SALT I, Goerge McGovern, Title IX, Spirow Agnew, Arab-Israli War, Endangered Species Act, *Roe v. Wade*, Watergate, environmentalism, OPEC, embargo, *All the Presidents Men*, Washington Post, Bob Woodward and Carl Bernstein, Saturday Night Massacre, *US v. Nixon*

Key Concepts/Ideas:

- Impeachment, silent majority, dirty tricks, powers of the presidency, conspiracy, pardon
- Richard Nixon was impeached and removed from office, rather than resigned.
- Gerald Ford was elected to Vice President.

Possible Misunderstandings:

Assessment Topic 6.2 Ford and Carter

Key Vocabulary/Terms

- Presidential pardon, WIN (Whip Inflation Now), energy crisis, Love Canal, Superfund, Three Mile Island, Palestine, Israel, Egypt. Camp David Accords, Panama Canal Treaties, Iranian Revolution, Ayatollah Ruhollah Khomeini, Mohammad Reza Shah, Shia, 1953 coup, Iranian Hostage Crisis, Desert I

Key Concepts/Ideas:

- Imperial Presidency, Stagflation, malaise speech

Possible Misunderstandings:

- Carter did nothing to resolve the Iranian Hostage Crisis

Assessment Topic 6.3 The Reagan Revolution

Key Vocabulary/Terms

- Neo-Conservatism, ERA, Phyllis Schlafly, Reaganomics, Sandra Day O'Connor, AIDS, Ronald Reagan, Mikhail Gorbachev, glasnost, Oslo Accords, Perestroika, free trade, John Hinkley Jr., urban decay, Iran-Contra Affair, Religious Right, Berlin Wall, Star Wars, The War on Drugs, urban decay, Tianamen Square, Chernobyl,

Key Concepts/Ideas:

- Neo-conservatism, supply-side economics, The Reagan Revolution

Possible Misunderstandings:

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- Examine the impact of Affirmative Action on African American in the workplace. ([BLACKS IN THE 1970'S DID THEY SCALE THE JOB LADDER?](#))
- Examine the race issues that developed in the 80s and 90 regarding Police brutality, especially in LA with the Rodney King riots.

Topics that address the Holocaust Commission Mandate...

- Examine the condition in Cambodia that led to genocide. ([The Killing fields of Cambodia](#))
- Examine the treatment of political and social dissidents in Iran. ([Iranian Treatment of minorities](#))

Topics that address the LBGT and Special Needs Mandate...

- Examine the early perceptions of the AID pandemic. ([Early NY Times coverage of AIDS outbreak](#))
- Uncovering the hidden history of AIDS on the New York Times obituary page.

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 6.1 Nixon's Domestic Policies and Watergate Scandal

- Active Classroom US History Readers: How did Nixon Become President and Questions
- Bring History Alive Activity: Research and Answer *What welfare, health, safety, and environmental programs were instituted under Nixon?*
- Active Classroom US History Readers: Epilogue Nixon's Choices and Short Essay
- Read Active classroom for further consideration and answer: *How did the "Nixon doctrine" redefine the role of the United States in the world?*
- PBS Watergate Primary Source Activity: US v Nixon and Transcript of Whitehouse Tapes
- Active Classroom: Primary Source Activity Watergate

- History Role Play: Is the President Above the Law: As a congressperson should you vote to impeach Nixon?

Assessment Topic 6.2 Ford and Carter

- Active Classroom US History Readers: American Presidents Gerald Ford and Questions
- Class Debate: Should Ford have Pardoned Nixon?
- Active Classroom: US History Readers American Presidents: Jimmy Carter and Questions
- Political Cartoons on Carter's dealing with the economy
- Group work using Statistical Data for analyzing Ford and Carter: *What factors contributed to the high inflation rates in the 1970's? What factors contributed to the high unemployment? What ways did Ford and Carter attempt to deal with Stagflation? What political factors underlined their approaches? Were their programs successful?*
- [Deciphering the Event: Iranian Hostage Crisis](#)
- Research what happened to one of the hostages in the Iranian hostage crisis.

Assessment Topic 6.3 The Reagan Revolution

- Active Classroom US History Readers: Ronald Reagan and Actor as President
- Decision Making: Reaganomics
- Active Classroom: Sandra Day O'Connor
- Bring History Alive I: Draw a political cartoon on Reagan's Assessment of the Soviet Union as the "evil empire" and how it shaped the US defense policy.
- C3 inquiry: Did Reagan make the cold war worse or hasten its end?
- Group work: U.S. Foreign Policy and the Iran-Contra Affair: Was Oliver North a Patriot, a Pawn, or an Outlaw?
- Research major social issues of the 1980's Drugs, AIDS and education. How did the Reagan administration deal with this issue and were they successful?
- Bring History Alive! *Research & Debate assumptions with statistics to assess the validity of the class basis of combat service in Vietnam?*

Summative Activities, Tasks, or Projects:

Assessment Topic 6.1 Nixon's Domestic Policies and Watergate Scandal

- Create an iBook narrative answering to what extent did Nixon as president create a new political coalition?
- Free Response Essay: Discuss the success of Nixon's domestic policies?
- DBQ: Analyze the international and domestic challenges the United States faced between 1968 and 1974, and evaluate how President Richard Nixon's administration responded to them.*

Assessment Topic 6.2 Ford and Carter

- DBQ: Should the United States Drill for oil in the Alaskan Wilderness?*
- Create a CIA briefing on the 444-day Hostage Crisis and present to the class?
- Essay Free Response: *Compare Jimmy Carter's Domestic policies with President*

Assessment Topic 6.3 The Reagan Revolution

- DBQ: What then is American?*
- Create a iMovie covering major events of the 1980's

STAGE 3

Learning Plan

Assessment Topics and Lesson Themes:

Assessment Topic 6.1 Nixon's Domestic Policies and Watergate Scandal

Lesson Theme: Power Point Presentations Nixon Administration
 Lesson Theme: Research Task into Nixon's New Federalism and its programs
 Lesson Theme: Quiz on Nixon's domestic policies
 Lesson Theme: Primary Source Reading and Questions on Nixon's Foreign Policy
 Lesson Theme: Watergate Lesson
 Lesson Theme: Impeachment Role Play
 Lesson Theme: Summative Activity

Assessment Topic 6.2 6.2 Ford and Carter

Lesson Theme: Nixon's Pardon Debate

Lesson Theme: Ford's Presidency Overview

Lesson Theme: Gerald Ford Reading and Questions

Lesson Theme: Carter's Presidency Overview

Lesson Theme: Primary Source Activity Interpreting Carters Presidency

Lesson Theme: Deciphering the Iranian Hostage Crisis Lesson

Lesson Theme: Summative Activity

Assessment Topic 6.3 The Reagan Revolution

Lesson Theme: The Eighties Power Point

Lesson Theme: Reagan Reading and Questions

Lesson Theme: C3 Inquiry Activity: Did Reagan make the cold war worse or hasten its end?

Lesson Theme: Iran Contra Affair Activity

Lesson Theme: Social Issues of the 1980's research activity

Lesson Theme: Summative Activity

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.
- Mathematics: Department of Labor Statistics on Unemployment research and application to historical trends
- Science: HIV/AIDS Awareness

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: 20th Century, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

Unit #7
American into the 21st century

Overview:

This unit will examine the role of the United States in a more globally interconnected world. It will examine impact of terrorist acts on the domestic and foreign policy, examine issues relevant in the contemporary world, and focus on the development of a well-informed citizen.

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- Is it likely that the United States will remain world superpower in the 21st century?
- What social, political, and economic opportunities and problems arise when cultures interact?
- When should society control individuals?
- How do governments balance the rights of individuals with the common good?
- Should the majority always rule?
- How does technological change influence people's lives?
- What impact did political and economic scandals have on U.S. policy and the American people?
- How did terrorism and events in the Middle East affect the nation psychologically?
- What are the potential limits of technology?
- How do we affect the environment?
- What happens when cultures collide?
- Is new technology always better than that which it will replace?
- How do new technologies result in broader social change?
- How does who you are help determine your perception of progress?
- How do the various levels of technological development affect different cultures?
- What are the most important issues affecting the world today?
- Is it the United States job to police the rest of the world?
- How should the United States deal with terrorism?

Enduring Understanding...

- Beneath the prosperity of the 1980's were serious economic and social problems leading to a shift in the collective identity of a nation.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Civil disobedience may cause conflict while also effecting change.
- Innovations may influence changes in government, leading to new policies and practices.
- The Election of 2000 polarized the nation.
- The Terrorist Attacks of 9/11 pushed the United States into a new direction.
- Globalization brought new challenges and opportunities.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Unit Specific Examples of Tasks

- Describe important events and trends in American politics between 1980 and 2000, including the ascendancy of Ronald Reagan and other conservative Republicans and the increasing polarization of U.S. politics.
- Evaluate the domestic policy agendas and accomplishments of George H. W. Bush, Bill Clinton, and George W. Bush.
- Describe events and trends that shaped American society and culture between 1990 and 2000.
- Evaluate the domestic policy agenda and the accomplishments of President Bill Clinton.
- Evaluate the role of the United States in the Middle East from 1980 to 2000.
- Describe how the United States addressed issues presented by the post-Cold War world between 1990 and 2000.
- Trace key events leading to September 11, 2001, and the war on terrorism by the United States.
- Evaluate the federal government's response to the September 11 terrorist attacks during the administrations of George W. Bush and Barack Obama.
- Evaluate the role of the United States in addressing major global issues that have emerged since the end of the Cold War.
- Describe causes and consequences of the Great Recession and the emergence of President Barack Obama.
- Describe demographic and cultural changes that will affect the United States in the future.
- Describe causes and consequences of the United States' increased interconnectedness with the other nations.

Students will know...

Assessment Topic 7.1 End of Cold War and The 90's

Key Vocabulary/Terms

- George H.W. Bush, Boris Yeltsin, Nelson Mandela Persian Gulf War, Saddam Hussein, Iran- Iraq War, Kuwait, United Nations Security Council, "Operation Desert Storm", Americans with Disabilities Act (ADA), Clarence Thomas, William Clinton, Hillary R. Clinton, Rodney King, Los Angeles Riots, Battle of Mogadishu, Ruby Ridge, cult, s Branch Davidians, David Koresh, Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF), World Trade Center Brady Bill, Bombings, Al-Qaeda, ethnic cleansing, Balkan Peninsula, Timothy McVeigh, Oklahoma City Bombings, impeachment, Kenneth Star, Columbine Massacre, Columbine Massacre, Bombing of the USS Cole, Kenyan Embassy Bombing, cloning, "Dolly "the Sheep

Key Concepts/Ideas:

- Impeachment, ethnic cleansing, domestic terror, international terrorism

Possible Misunderstandings:

- The Oklahoma city bombings were not domestic terror.
- Desert Storm was an invasion of Iraq.

Assessment Topic 7.2 The Election of 2000, 9/11 and the War on Terror

Key Vocabulary/Terms

- Al Gore, George W. Bush, electoral college, *Gore v. Bush*, No Child Left Behind, Al-Qaeda, Osama Bin Laden, Afghanistan, Taliban, Patriot Act, The Great Recession, Barack Obama, John McCain, Immigration Reform, Dream Act, Darfur

Key Concepts/Ideas:

- War on Terror, electoral college, recession

Possible Misunderstandings:

- The Taliban coordinated the September 11th attacks.
- The War in Iraq was to find Osama Bin Laden.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

- 2008 Barack Obama Victory Speech
- Examine the causes and consequences of the Rodney King Riots. (When LA Erupted in Riots)
- Examine the role of civil rights in the United States today. In particular a focus on the NFL anthem protest, the Black Lives Matter movement, Police shooting incidents, Blue Lives Matter Movement

Topics that address the Holocaust Commission Mandate...

- Examine the causes regional impact/ global response to the Darfur Genocide.
- Examine the causes regional impact/ global response to the conflict in Syria
- Examine contemporary issues in regions where genocide has occurred.
- Examine areas of potential genocide.

Topics that address the LGBT and Special Needs Mandate...

- First hand experience of don't ask don't tell
- *Obergefell et al v Hodges Opinion*
- Examine the life of Felix Gonzalez-Torres
- Examine the impact of Jamie Nabozny
- Examine the impact of Jack Baker and Michael McConnell
- Examine the life of Sylvia Rivera and the role of STAR (Street Transvestite Action Revolutionaries)

STAGE 2 Evidence of Learning

Formative Activities, Tasks, or Projects:

Assessment Topic 7.1- End of the Cold War & The 90's

- [Women in Combat](#) Primary Source Reading and Comprehension Questions
- [US History Readers: George H. W. Bush Reading and Questions](#)
- Bring History Alive!: Drawing on works of visual, media (including traditional and performance art) and music, find of examples of how art forms illustrate societal concerns. *Do the lyrics of any popular songs reflect societal issues? Does art reflect or influence society?*
- Mock Mediation of the Los Angeles Riots.
- [Clinton's Domestic Policies](#): Primary Source Reading Analysis and Questions
- Bring History Alive!: Research news media accounts about gay rights marriage and the military since Bill Clinton's "Don't Ask, Don't Tell policy" and the Defense of Marriage Act (1995). *What role should public opinion play in determining individuals' rights to marry and serve in the military?*
- [Clinton's Foreign Policy](#): Primary Source Reading and Questions
- Class Debate on Government Sponsored Health Care for All

Assessment Topic 7.2- The Election of 2000, 9/11 and the War on Terror

- [The Second Bush Presidency](#) Secondary and primary source reading and questions
- Class Debate: Should the Supreme Court have taken the case of *Bush v. Gore*?
- Class discussion based on No Child Left Behind: Does standardized improve the quality of education?
- Reading and Questions: [Modern Terrorist Groups](#)
- [Primary Source Reading & Questions](#) George Bush Address to Congress September 20, 2001
- Secondary Source Analysis, citing details and compare and contrast [9/11 and the War on Terr](#)
- Bring History Alive: Create a list in which United States changed as a result of the September 11th Attacks. Research the Federal government policies put into place after 9/11. Create an Op Ed article in support or against these policies with support from news media during the time.
- Bring History Alive: Describe the differences and similarities of the war in Iraq and the war in Afghanistan.
- Interview a family member or friend who remembers 9/11?

Summative Activities, Tasks, or Projects:

Assessment Topic 7.1- End of the Cold War & The 90's

- Free Response Essay: To what extent did technologies and the global competition impact education requirements, job training and job creation, the nature of work, and standards of living?
- Create a Crash Course overviewing the Major events of the 1990's?
- Project: Compare and Contrast the Impeachments of President Clinton and Andrew Johnson.

Assessment Topic 7.2- The Election of 2000, 9/11 and the War on Terror

- *DBQ: What really caused 9/11*
- Interview someone who moved to the United States as an Immigrant. How does their experience compare to other experiences you've learned?
- Create an iMovie Analyzing the role of the Internet and Social media in Barack Obama's 2008 campaign. To what extent has social media changed the nature of political organizing? How are blogs, internet journalism, and cable television different from traditional networks. How has technology changed domestic politics in positive and negative ways.

STAGE 3 **Learning Plan**

Assessment Topics and Lesson Themes:

Assessment Topic 7.1- End of the Cold War & The 90's

Lesson Theme: Introduce Topic of End of Cold War, George Bush and Bill Clinton

Lesson Theme: Primary Source Readings from Active Classroom

Lesson Theme: *Does art reflect or influence society?* Project

Lesson Theme: Mock Negotiation Activity LA Riots

Lesson Theme: Clinton's Primary Source Reading Activities Domestic Policies

Lesson Theme: Nineties Summative Activity

Assessment Topic 7.2- The Election of 2000, 9/11 and the War on Terror

Lesson Theme: The New Millennium Overview

Lesson Theme: President Bush Secondary and Primary Source Reading

Lesson Theme: Class Discussion on "No Child Left Behind"

Lesson Theme: Secondary Source Analysis on Modern Terrorism

Lesson Theme: Interview a person about 9/11

Lesson Theme: Summative Activity

Unit Specific Interdisciplinary Connections / Materials

- Leveled Texts for Classical Fiction: Historical Fiction, Shell Publishing, 2013.
- Mathematics: Public Poll Data Analysis for trends, patterns and changes

Unit Specific Accommodations and Modifications

Multiple Intelligence Activities and Engagement:

- Experience U.S. History: Activities to Engage ALL Students, Millwood, Kagan Publishing, 2007.

Gifted and Talented Accommodations & Modifications

- Seeds of Inquiry: Using Short Texts to Enhance Student Comprehension of U.S. History, Massey and Heafner, Social Studies School Services, 2014.
- Historian's Apprentice, Jonathan Burack, MindSparks, A Division of Social Studies School Services, 2009

English Language Learners, Special Education, and At-Risk Accommodations & Modifications

- Leveled Texts for Social Studies: 20th Century, Shell Publishing, 2007.
- Beginning Inquiry: Short Texts for Inexperience Readers, Social Studies School Services, 2017.

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

Active Citizenship

Overview:

As active citizens in the 21st century, students need to acquire skills to be productive and informed citizens. Living in a global society, students need to learn to work collaboratively, value diverse culture, critically analyze information and promote acceptance of diverse cultures and points of view. The theme of active citizenship and the incorporation of current events will be consistently applied throughout the course of study. Applying and relating the core issues of the historical topics of study to current issues will reinforce the importance of studying history and understanding the world we live in today.

STAGE 1 Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and government's function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues and events?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Additional Essential Questions

- How can someone become an active citizen?
- How do new ideas change the way people live?
- What motivates people to act?
- What responsibilities do citizens have?
- Why is it important for citizens to help their community?
- How and why is global interdependence more evident at some times in history than others, and in some places rather than others?
- How are individual rights protected and social justice promoted within the context of majority rule?
- How are the rights and responsibilities of citizens in a constitutional democracy similar to and different from those in other forms of government?
- How can individuals become informed about serious global issues?
- How can individuals, groups, and organizations more effectively address critical issues such as peace, conflict, disease, human rights, trade, and global ecology)?
- How do citizens balance personal interests, needs, and talents with civic responsibility and working for the common good?
- How do location, resources, and cross-cultural diffusion cause tension, lead to positive global connections?
- How do transnational corporations, governments, international institutions and non-governmental bodies influence global systems?
- How do we research civic issues, and apply findings to address policy questions and formulate civic action?

- To what extent are current decisions by individuals and governments in this interdependent world consistent with stewardship of the planet?
- Under what circumstances is the exercise of political power and authority legitimate?
- What are the proper scope and limits of power and authority? What are the norms, principles, purposes, and functions of governments?
- What conflicts exist among fundamental principles and values of constitutional democracy?
- What documents support civic ideals and practices in nations of the world and among international organizations?
- What is the role of the citizen in the community and nation, and as a member of the world community?
- What questions are important to ask about civic ideals and practices? What are key ideals and practices supporting a democratic republic, and how do they compare and contrast to civic ideals in other nations?
- What role do individuals, groups, and institutions play in strengthening democratic ideals and practices?
- What types of global connections exist in the community, state, region and nation, and what are their consequences?

Enduring Understanding...

Power, Authority, And Governance

- The need for respect for the rule of law, as well as a recognition of times when civil disobedience has been justified
- Fundamental values of constitutional democracy the common good, liberty, justice, equality, and individual dignity)
- Mechanisms, by which governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.

Global Connections

- Global connections are rapidly accelerating across cultures and nations, and can have both positive and negative effects on nations and individuals;
- The solutions to global issues may involve individual decisions and actions, but also require national and international approaches (agreements, negotiations, policies, or laws);
- The causes and consequences of various types of global connections;
- Technological advances can both improve and detract from the quality of life;
- Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.

Civics Ideals and Principles

- Concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law
- Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (respecting the rule of law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action)
- That seeking multiple perspectives is required in order effectively to grasp the complexity of issues involving civic ideals and practices
- The importance of becoming informed as the basis for thoughtful and positive contributions through civic action.

Students will be able to...

- to read and understand informational text
- understand new vocabulary
- identify main ideas/supporting details
- organize /synthesize information from multiple sources
- compare/contrast ideas
- make inferences
- draw conclusions
- paraphrase
- summarize

Students will know...

Power, Authority, And Governance

- Ask and find answers to questions about power, authority, and governance in the region, nation, and world;

- Examine persistent issues involving the rights, responsibilities, roles, and status of individuals and groups in relation to the general welfare;
- Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity;
- Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations;
- Evaluate the role of technology in communications, transportation, information processing, weapons development, and other areas as it contributes to conflict and cooperation among groups and nations;
- Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad;
- Apply modes of inquiry used in political science to research issues concerning power, authority, and governance.

Global Connections

- Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past;
- Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level.
- Explain how language, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- Describe and explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- Analyze and evaluate the effects of changing technologies on the global community;
- Analyze the causes and consequences of persistent, contemporary, and emerging global issues, and evaluate possible solutions;
- Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territorial rights, economic development, the use of natural resources, and human rights;
- Describe and evaluate the role of international and multinational organizations in the global arena;
- Illustrate how individual behaviors and decisions connect with global systems;
- Identify concerns, issues, conflicts, and possible resolutions related to issues involving universal human rights;
- Identify the roles of international and multinational organizations.

Civics Ideals and Principles

- Ask and find answers to questions about how to become informed and take civic action;
- Compare and contrast the roles of citizen in various forms of government past and present;
- Identify examples of civic ideals and practices throughout history and in a variety of cultural settings;
- Research primary and secondary sources to make decisions and propose solutions to selected civic issues in the past and present;
- Identify assumptions, misconceptions, and biases in sources, evidence, and arguments used in presenting issues and positions;
- Identify, seek, describe, and evaluate multiple points of view about selected issues, noting the strengths, weaknesses, and consequences associated with holding each position
- Develop a position on a public policy issue and defend it with evidence;
- Evaluate the effectiveness and importance of public opinion in influencing and shaping public policy development and decision-making;
- Evaluate the degree to which public policies and citizen behaviors reflect or foster their stated civic ideals;
- Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Topics will be selected and related to the mandates on and individual basis.

Topics that address the Holocaust Commission Mandate...

Topics will be selected and related to the mandates on and individual basis.

Topics that address the LGBT and Special Needs Mandate...

Topics will be selected and related to the mandates on and individual basis.

STAGE 2

Evidence of Learning

Formative Activities, Tasks, or Projects:

Power, Authority, And Governance

- Comparing and contrasting different constitutions to write an analysis of various forms of governance;
- Preparing and presenting a paper analyzing persistent public issues or social problems involving government action;
- Preparing and implementing an action plan addressing a local public issue or problem;
- Preparing a public policy paper and developing a media presentation to present and defend it before an appropriate forum in the school or community.

Global Connections

- Writing reports, letters, or editorials on critical global issues;
- Using and other spatial technology to explore and document on a map, areas of the earth at environmental risk;
- Formulating policy statements on national trade policies in an interdependent world economy;
- Analyzing or formulating policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- Writing an action plan for addressing a global issue individually and together with other members of the community;
- Collaborating to produce a number of podcast or videos on the contrasting effects of globalization in different parts of the world.

Civics Ideals and Principles

- Writing an informed personal position on a civic issue based on reasoned arguments developed by consulting multiple sources;
- Developing and sharing policy positions in such forms as position statements, editorials, political cartoons, blogs, and media presentations.
- Using a variety of media (documentary film, PowerPoint presentations, or gallery of project posters) to report on debates, petitions, and findings from surveys.
- Writing a plan of action in collaboration with others to strengthen the "common good" after weighing possible options regarding a specific issue of public concern.
- Holding a forum for another class or the public to share what has been learned by studying the pros and cons of various perspectives on an issue.

Summative Activities, Tasks, or Projects:

- Mock Election
- Classroom/Online debate on global issues.
- Writing a letter to the local community about school budget concerns.
- Writing: Choose the side of the debate that you support.
- Create a timeline and sequence events and people that were discussed this year showing how they displayed citizenship.
- Participate in a mock election- choose a political party, develop opinions, arguments, a purpose, debate and vote on a candidate.
- Debate a controversial public issue with your peers.
- Write a letter to the local newspaper about the importance of passing the school budget.
- Deliberate a controversial issue with international students using epals.com

STAGE 3

Learning Plan

Assessment Topics and Lesson Themes:

- Create a timeline map of events, topics, important figures being studied in unit.
- Use bin books and other materials to provide background knowledge.
- Design a universal bill of human rights.
- Use compare/contrast graphic organizers to gather information.
- Guide students through note-taking and outlining process to support research.
- Use media center to strengthen independent multimedia literacy skills.

Unit Specific Accommodations and Modifications

- General modifications will be applied to the material as needed.

Unit Specific Interdisciplinary Connections / Materials

Interdisciplinary materials will be vary depending on the topic(s) selected by the teacher

Additional Materials

Digital Tools/Resources: NearPod, Newsela, Turnitin

Primary & Secondary Source Analysis:

High School United States History II - Instructional Standards

New Jersey Student Learning Standards- Social Studies

Unit #1: From Boom to Bust

SOC.6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
SOC.6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
SOC.6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
SOC.6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
SOC.6.1.12.EconNE.8.a	Analyze the push-pull factors that led to the Great Migration.
SOC.6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
SOC.6.1.12.HistoryCC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.

Unit #2: The Great Depression

SOC.6.1.12.HistoryCA.10.b	Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
SOC.6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
SOC.6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
SOC.6.1.12.HistoryCC.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
SOC.6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
SOC.6.1.12.EconNE.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
SOC.6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
SOC.6.1.12.HistoryCA.10.c	Analyze how other nations responded to the Great Depression.
SOC.6.1.12.EconNE.9.b	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
SOC.6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs

designed to protect the environment.

SOC.6.1.12.EconNE.9.a	Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
SOC.6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.EconNE.9.d	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
SOC.6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
SOC.6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
SOC.6.1.12.EconNE.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
SOC.6.1.12.EconNE.9.c	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

Unit #3: World War II

SOC.6.1.12.EconET.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
SOC.6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
SOC.6.1.12.HistoryCA.11.b	Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
SOC.6.1.12.EconNE.11.a	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
SOC.6.1.12.HistoryUP.11.b	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.HistoryCC.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
SOC.6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
SOC.6.1.12.HistoryCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.HistoryCA.11.a	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

Unit #5: Postwar America Society: Recovery, Prosperity, and Turmoil

SOC.6.1.12.EconNE.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
SOC.6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
SOC.6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
SOC.6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
SOC.6.1.12.HistoryCC.13.d	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
SOC.6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
SOC.6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
SOC.6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
SOC.6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
SOC.6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.
SOC.6.1.12.EconNE.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
SOC.6.1.12.GeoHE.13.a	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
SOC.6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
SOC.6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
SOC.6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.

Unit #4: Cold War Conflicts

SOC.6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
SOC.6.1.12.EconGE.12.a	Assess the impact of agricultural innovation on the world economy.
SOC.6.1.12.EconNE.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
SOC.6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to

them.

SOC.6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
SOC.6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
SOC.6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
SOC.6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
SOC.6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
SOC.6.1.12.HistoryCC.12.b	Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.

Unit #6: Decades of Conservatism

SOC.6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
SOC.6.1.12.EconET.14.a	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.1.12.HistoryCC.14.a	Develop an argument based on a variety of sources that compares George H.W. Bush's Iraqi policy with George W. Bush's.
SOC.6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
SOC.6.1.12.EconET.14.b	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
SOC.6.1.12.HistoryCC.14.c	Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
SOC.6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.1.12.EconEM.14.a	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
SOC.6.1.12.GeoNE.14.b	Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
SOC.6.1.12.HistoryCC.14.d	Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
SOC.6.1.12.GeoPP.14.b	Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
SOC.6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.HistoryCA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to

	which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
SOC.6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
SOC.6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
SOC.6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
SOC.6.1.12.HistorySE.14.c	Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
SOC.6.1.12.CivicsCM.14.a	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
SOC.6.1.12.EconNE.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
SOC.6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
SOC.6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
SOC.6.1.12.HistoryUP.14.a	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
SOC.6.1.12.HistoryCC.14.b	Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.

Unit #7: American into the 21st century

SOC.6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
SOC.6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
SOC.6.1.12.HistorySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.6.1.12.HistorySE.15.a	Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
SOC.6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
SOC.6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States

and other nations to prevent terrorism.

SOC.6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
SOC.6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.6.1.12.CivicsPR.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
SOC.6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
SOC.6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
SOC.6.1.12.GeoHE.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
SOC.6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
SOC.6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
SOC.6.1.12.EconNE.15.a	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
SOC.6.1.12.EconGE.16.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
SOC.6.1.12.HistoryCC.15.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

Unit #8 - Active Citizenship

SOC.6.3.12.EconGE.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.
SOC.6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
SOC.6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
SOC.6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
SOC.6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of

personal property, juvenile detention, listening devices, deportation, religion in schools).

College, Career & Civic Life: C3 Framework for Social Studies

Dimension 1: Developing Questions & Planning Inquiries

SOC.9-12.D1.1.9-12	Explain how a question reflects an enduring issue in the field.
SOC.9-12.D1.5.9-12	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SOC.9-12.D1.2.9-12	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
SOC.9-12.D1.4.9-12	Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
SOC.9-12.D1.3.9-12	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

Dimension 2: Applying Disciplinary Concepts & Tools

Civics

SOC.9-12.D2.Civ.4.9-12	Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
SOC.9-12.D2.Civ.9.9-12	Use appropriate deliberative processes in multiple settings.
SOC.9-12.D2.Civ.5.9-12	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
SOC.9-12.D2.Civ.1.9-12	Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
SOC.9-12.D2.Civ.14.9-12	Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
SOC.9-12.D2.Civ.7.9-12	Apply civic virtues and democratic principles when working with others.
SOC.9-12.D2.Civ.8.9-12	Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
SOC.9-12.D2.Civ.10.9-12	Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
SOC.9-12.D2.Civ.11.9-12	Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
SOC.9-12.D2.Civ.13.9-12	Evaluate public policies in terms of intended and unintended outcomes, and related

consequences.

SOC.9-12.D2.Civ.2.9-12	Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
SOC.9-12.D2.Civ.6.9-12	Critique relationships among governments, civil societies, and economic markets.
SOC.9-12.D2.Civ.3.9-12	Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
SOC.9-12.D2.Civ.12.9-12	Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

Economics

SOC.9-12.D2.Eco.4.9-12	Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
SOC.9-12.D2.Eco.2.9-12	Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
SOC.9-12.D2.Eco.12.9-12	Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
SOC.9-12.D2.Eco.1.9-12	Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
SOC.9-12.D2.Eco.7.9-12	Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
SOC.9-12.D2.Eco.6.9-12	Generate possible explanations for a government role in markets when market inefficiencies exist.
SOC.9-12.D2.Eco.13.9-12	Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
SOC.9-12.D2.Eco.9.9-12	Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
SOC.9-12.D2.Eco.3.9-12	Analyze the ways in which incentives influence what is produced and distributed in a market system.
SOC.9-12.D2.Eco.8.9-12	Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
SOC.9-12.D2.Eco.14.9-12	Analyze the role of comparative advantage in international trade of goods and services.
SOC.9-12.D2.Eco.10.9-12	Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
SOC.9-12.D2.Eco.15.9-12	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
SOC.9-12.D2.Eco.11.9-12	Use economic indicators to analyze the current and future state of the economy.
SOC.9-12.D2.Eco.5.9-12	Describe the consequences of competition in specific markets.

Geography

SOC.9-12.D2.Geo.10.9-12	Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
SOC.9-12.D2.Geo.8.9-12	Evaluate the impact of economic activities and political decisions on spatial patterns

	within and among urban, suburban, and rural regions.
SOC.9-12.D2.Geo.9.9-12	Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
SOC.9-12.D2.Geo.11.9-12	Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
SOC.9-12.D2.Geo.3.9-12	Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
SOC.9-12.D2.Geo.4.9-12	Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
SOC.9-12.D2.Geo.12.9-12	Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
SOC.9-12.D2.Geo.1.9-12	Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
SOC.9-12.D2.Geo.2.9-12	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
SOC.9-12.D2.Geo.7.9-12	Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SOC.9-12.D2.Geo.6.9-12	Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
SOC.9-12.D2.Geo.5.9-12	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

History

SOC.9-12.D2.His.7.9-12	Explain how the perspectives of people in the present shape interpretations of the past.
SOC.9-12.D2.His.3.9-12	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
SOC.9-12.D2.His.12.9-12	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
SOC.9-12.D2.His.5.9-12	Analyze how historical contexts shaped and continue to shape people's perspectives.
SOC.9-12.D2.His.1.9-12	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
SOC.9-12.D2.His.16.9-12	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
SOC.9-12.D2.His.6.9-12	Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
SOC.9-12.D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.
SOC.9-12.D2.His.4.9-12	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
SOC.9-12.D2.His.13.9-12	Critique the appropriateness of the historical sources used in a secondary interpretation.
SOC.9-12.D2.His.10.9-12	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
SOC.9-12.D2.His.8.9-12	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

SOC.9-12.D2.His.11.9-12	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
SOC.9-12.D2.His.15.9-12	Distinguish between long-term causes and triggering events in developing a historical argument.
SOC.9-12.D2.His.2.9-12	Analyze change and continuity in historical eras.
SOC.9-12.D2.His.9.9-12	Analyze the relationship between historical sources and the secondary interpretations made from them.
SOC.9-12.D2.His.17.9-12	Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Dimension 3: Evaluating Sources & Using Evidence

SOC.9-12.D3.3.9-12	Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
SOC.9-12.D3.2.9-12	Evaluate the credibility of a source by examining how experts value the source.
SOC.9-12.D3.4.9-12	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
SOC.9-12.D3.1.9-12	Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Dimension 4: Communicating Conclusions & Taking Informed Action

SOC.9-12.D4.3.9-12	Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
SOC.9-12.D4.6.9-12	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
SOC.9-12.D4.5.9-12	Critique the use of the reasoning, sequencing, and supporting details of explanations.
SOC.9-12.D4.2.9-12	Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
SOC.9-12.D4.8.9-12	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
SOC.9-12.D4.7.9-12	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
SOC.9-12.D4.4.9-12	Critique the use of claims and evidence in arguments for credibility.
SOC.9-12.D4.1.9-12	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

2016 New Jersey Student Learning Standards: Reading

LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

New Jersey Student Learning Standards: Writing

LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the

	most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills

Career Readiness, Life Literacies, and Key Skills Practices

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

9.2 Career Awareness

WRK.9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
WRK.9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
WRK.9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
WRK.9.2.12.CAP.19	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
WRK.9.2.12.CAP.15	Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
WRK.9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
WRK.9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
WRK.9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.20	Analyze a Federal and State Income Tax Return.

9.3 Life Literacies and Key Skills

TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

New Jersey Student Learning Standards- Computer Science & Design Thinking

CS.9-12.8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
CS.9-12.8.1.12.IC.2	Test and refine computational artifacts to reduce bias and equity deficits.
CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
CS.9-12.8.2.12.EC.2	Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
CS.9-12.8.2.12.NT.2	Redesign an existing product to improve form or function.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or

system on the environment.

CS.9-12.8.2.12.ETW.1

Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.