

Unit 04: Postwar United States (Weeks 24-30)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

SOC.6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
SOC.6.1.12.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
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.
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.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.EconGE.12.a	Assess the impact of agricultural innovation on the world economy.
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.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.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
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.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.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
	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.
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
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.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.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.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.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.
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.EconNE.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
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.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.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.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.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.

Integration of Career Readiness, Life Literacies and Key Skills

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

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
TECH.8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.5	Research the 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 to peers for review.
TECH.8.2.12.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

LA.RL.11-12	Reading Literature Key Ideas and Details Key Ideas and Details
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
ELA.L.SS.11–12.1.C	Recognize spelling conventions.
LA.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Craft and Structure
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RL.11-12.8	(Not applicable to literature)
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
ELA.L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
ELA.L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Range of Reading and Level of Text Complexity

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LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
Text Types and Purposes	
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Production and Distribution of Writing	
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
Research to Build and Present Knowledge	
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based

	research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Range of Writing
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	Text Types and Purposes
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.SL	Speaking and Listening
LA.W.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 claim(s), counterclaims, reasons, and evidence.
	Comprehension and Collaboration
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.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.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.W.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.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
	Presentation of Knowledge and Ideas
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task,

	purpose, and audience.
LA.W.11-12.2.A	Introduce a topic; 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.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.W.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.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.W.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.
LA.W.11-12.2.E	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.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.K-12.NJSLSA.L	Language Conventions of Standard English
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Production and Distribution of Writing Vocabulary Acquisition and Use Production and Distribution of Writing
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared

writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- LA.W.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.W.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 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. (MLA or APA Style Manuals).
- LA.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.11-12.9.A Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- LA.W.11-12.9.B Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).
- #### Range of Writing
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- LA.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
- LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LA.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- LA.SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- LA.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- LA.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- LA.SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- LA.SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- LA.SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LA.L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
LA.L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.L.11-12.2.B	Spell correctly.
LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
	Knowledge of Language
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	Vocabulary Acquisition and Use
LA.L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.6.3.B	Maintain consistency in style and tone.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a

word or phrase important to comprehension or expression.

LA.L.4.3.B	Choose punctuation for effect.
LA.L.3.3.A	Choose words and phrases for effect.
SOC.6.1.12.8	Postwar United States (1945 to early 1970s)
SOC.6.1.12.A.12	Civics, Government, and Human Rights
SOC.6.1.12.A.12.a	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.A.12.b	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.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.
SOC.6.1.12.A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., <i>Hedgepeth and Williams v. Trenton Board of Education</i>), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
SOC.6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, <i>Brown v. Board of Education</i> , and <i>Roe v. Wade</i>) in promoting civil liberties and equal opportunities.
SOC.6.1.12.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
SOC.6.1.12.B.12	Geography, People, and the Environment
SOC.6.1.12.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
SOC.6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
SOC.6.1.12.B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
SOC.6.1.12.C.12	Economics, Innovation, and Technology
SOC.6.1.12.C.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.C.12.b	Assess the impact of agricultural innovation on the world economy.
SOC.6.1.12.C.12.c	Analyze how scientific advancements impacted the national and global economies and daily life.
SOC.6.1.12.C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
SOC.6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
SOC.6.1.12.C.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
SOC.6.1.12.C.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.C.13.d	Relate American economic expansion after World War II to increased consumer demand.
SOC.6.1.12.D.12	History, Culture, and Perspectives
SOC.6.1.12.D.12.a	Analyze the impact of American governmental policies on independence movements in

Africa, Asia, the Caribbean, and the Middle East.

- SOC.6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- SOC.6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
- SOC.6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
- SOC.6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
- SOC.6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
- SOC.6.1.12.D.13.b 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.D.13.c 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.D.13.d 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.D.13.e Explain why the Peace Corps was created and how its role has evolved over time.
- SOC.6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.
- SOC.6.2.12.4 A Half-Century of Crisis and Achievement (1900-1945)
- SOC.6.2.12.5 The 20th Century Since 1945 (1945-Today)
- SOC.6.2.12.A.5.a Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
- SOC.6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
- SOC.6.2.12.A.5.c Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
- SOC.6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
- SOC.6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- SOC.6.2.12.B.4.c Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
- SOC.6.2.12.B.4.d Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
- SOC.6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- SOC.6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
- SOC.6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
- SOC.6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over

	Kashmir.
SOC.6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
SOC.6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
SOC.6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
SOC.6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
SOC.6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
SOC.6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
SOC.6.2.12.D.5.b	Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
SOC.6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
SOC.6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.12.A.2	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 such problems are universal.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
SOC.6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and

future education.

CAEP.9.2.12.C.5

Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

CAEP.9.2.12.C.6

Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

CAEP.9.2.12.C.7

Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

It is important to note that the end of World War II ushered in a period of domestic prosperity in the United States, but also a deep fear of Communism. The United States and the Soviet Union emerged from the war as two rival superpowers with diametrically opposing political and social ideologies. In America, the Civil Rights movement challenged the status quo and attempted to end segregation and bring about positive social changes.

Meaning

Essential Questions

Essential Questions

- Was the Cold War "cold" or "hot"?
- Should the United States be spreading the doctrine of democracy around the world, and what is America's role in the world at the conclusion of the Cold War?
- How did minorities, specifically African-Americans challenge segregation after World War II?
- How did the Civil Rights movement gain momentum, and what were its successes and failures?
- When is war justified?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- American diplomatic policies like appeasement and isolationism were outdated; the threat of Soviet expansion in Europe would influence American foreign policy for the next 4 decades.
- The Cold War redefined the United States domestic and international positions. Events, like the Korean and Vietnam Wars, affected many American's attitudes, commitment and behaviors toward the government.
- The Civil Rights movement, a diverse effort to attain racial equality, compelled the nation to live up to its ideal that all men are created equal.
- The Civil Rights movement marked a period of civil strife, and political reform, resulting in the expansion of rights and opportunities for individuals and groups who had been discriminated against.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- The development of the Cold War and the 'Iron curtain'
- The importance of the Truman Doctrine and the Marshall Plan
- America's policy of Containment
- The establishment of the Nato Warsaw Pact
- The roles of Jiang Jieshi & Mao Zedong
- The rise of the Arms race between the United States and the Soviet Union
- The role of the Eisenhower Doctrine in American diplomacy
- Suez Crisis role in the Cold War
- The development of the CIA
- The establishment of NASA and its long term importance
- The evolution of the Red Scare (McCarthyism)
- The effect of the Baby Boom
- The rise of Consumerism during the 1950s
- The effect of Urban renewal
- Different form of segregation (De jure & de facto)
- The role of Civil Rights leaders (Thurgood Marshall, Rosa Parks, Medgar Evers, Martin Luther King Jr., Malcolm X)
- The importance of Brown v. Board of Education
- The significance of Civil Rights events (Montgomery bus boycott, Freedom ride, March on Washington)
- The effect of the Voting Rights Act
- The legacy of John F. Kennedy and the 'New Frontier'
- The tumultuous presidency of Richard M. Nixon
- The effect of the Cuban missile crisis
- Lyndon B. Johnson's legacy

- The significance of the Civil Rights Act
- The Domino theory
- The role of the Vietcong
- The effect of the Gulf of Tonkin Resolution
- America's varying attitudes to the Vietnam War (Draft/Draftees)
- The importance of the Tet offensive
- Henry Kissinger role in the peace process
- Strategic Arms/Limitation Treaty
- Détente and end of the Vietnam War

Skills

Skills

Student will be skilled at ...

- Identify and explain the United States and the Soviet Union post-war policies that caused the Cold War.
- Compare and contrast the different ideologies of the United States and the Soviet Union.
- Evaluate the effectiveness of the Marshall Plan in the rebuilding of Europe.
- Analyze the impact of the Cold War and the fear of communism on the home-front.
- Review the events of the Korean War.
- Explain McCarthyism, and the effort to eradicate communism in America.
- Identify the reasons for the post-war economic prosperity in America.
- Describe the arms race and proliferation of nuclear weapons and the fear of nuclear destruction
- Analyze the impact of technology during the 1950's upon the economy, migration, and urbanization in America.
- Review American popular culture of the 1950's.
- Explain the concept of 'baby boomers' and analyze the social, economic and cultural implications.
- Define the purpose and analyze the evolution of the Civil Rights movement.
- Compare and contrast the experiences of different groups in the United States.
- Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- Discuss the Cuban Missile Crisis, and compare the backgrounds of Kennedy and Khrushchev.
- Examine how Supreme Court interpretations of the Constitution impact Civil Liberties.
- Compare and contrast Kennedy's New Frontier and Johnson's Great Society.
- Examine how the United States became involved in the Vietnam conflict.
- Analyze the connection between foreign policy and social discord.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

<http://theweek.com/teachers>

<http://www.eyewitnesstohistory.com/>

<https://sheg.stanford.edu/rlh>

<https://www.loc.gov/>

<https://www.gilderlehrman.org/>

<http://edtechteacher.org/>

<http://hiphugheshistory.weebly.com/>

<http://sheg.stanford.edu/?q=node/41>

<https://edsitement.neh.gov/lesson-plan/strategy-containment-1947-1948#section-16290>

<https://edsitement.neh.gov/lesson-plan/rise-and-fall-joseph-mccarthy#sect-activities>

<http://www.pbs.org/wgbh/americanexperience/films/freedomriders/>

<http://www.discoveryeducation.com/teachers/free-lesson-plans/opposing-views-on-the-vietnam-war.cfm>

Formative Assessment Strategies

Formative Assessment Strategies

- Do Nows
- Exit Tickets
- Discussion Boards
- Effective Questioning
- Cold War Quiz
- Civil Rights Movement Quiz

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Do Now (Containment policy)
- Exit Ticket (When is war justified?)
- Political Cartoon Analysis ("Carrot and the Stick")
- Think Pair Share
- Gallery Walks (Vietnam War Protests)
- Powerpoint Notes
- Primary Source Analysis (Letters Home)
- Map activities (Domino Theory)
- Fishbowl debates
- Google Discussion Board (MLK & Gandhi)
- Creative writing
- Online Games
- Google Graffiti Board
- Current Events
- Movie analysis
- Class lectures
- Webquests
- Cooperative activities (Jigsaw)
- Close reading (MLK/Malcolm X)
- Peer review

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native

language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.