

Unit I: Roaring Twenties, Great Depression and World War II

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **1 marking period**
Length: **10 weeks**
Status: **Published**

Unit Overview

The students will understand the development of the United States as a world power from World War I until the resolution of World War II. Major topics study include a review of World War I and the Roaring Twenties, as well as an understanding of The Great Depression to the New Deal, and the coming of World War II to its conclusion.

Transfer

Students will be able to independently use their learning to connect the World Wars to the creation of the U.S. as a world power today. Students will also be able to use their learning to trace the development of government and economic interactions to resolve the Great Depression and create lasting economic change.

Meaning

Understandings

Students will understand that...

economic interdependence can have both a positive and negative influence on world events.

government intervention in the economic affairs can be vital in times of depression.

the end of American isolationism helped to draw the U.S. into international conflict.

America emerged from the war years as a superpower.

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(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)

Essential Questions

Students will keep considering...

How does economic depression lead to conflict?

What political and social effects does the economy have on American citizens?

What is the impact of warfare on the evolution of society?

How do alliances draw nations into conflict?

Application of Knowledge and Skill

Students will know...

Students will know...

1 explanations for the 1929 stock market crash and determine which explanation best accords with textual evidence by examining the following economic conditions of the time period:

• uneven distribution of wealth, • easy credit, • stock market speculation, • overproduction of consumer goods, and; • weak farming economy. RH.11-12.3 6.1.12.A.9.a

2 the causes and outcomes of the stock market crash in 1929 with other periods of economic instability (e.g., the depression of 1807, the Long Depression of 1873, the Panic of 1907, the “double dip” of the 1980s, the

Great Recession of 2008). 6.1.12.A.9.a 6.1.12.C.9.d

3 how U.S. governmental policies (e.g., high tariffs, limited banking regulations) affected the 1929 stock market crash. 6.1.12.A.9.a

4 how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. 6.1.12.B.9.a

5 the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. 6.1.12.D.9.b

6 the extent to which the Treaty of Versailles, war debt repayment, and international banking contributed to the worldwide economic collapse. 6.1.12.D.a

7 how the government uses monetary policy (e.g., interest rates, printed currency) to affect the nation's economy. 6.1.12.C.9.a

8 how the government uses fiscal policy (e.g., adjusting taxes, spending) to affect the nation's economy. 6.1.12.C.9.a

9 the relationship between producers and consumers in a market economy, including how supply and demand determine the price of a good or service, in this time period and current times. WHST.11-12.4 6.1.12.C.9.c

10 economic indicators (i.e., gross domestic product, consumer index, national debt, and trade deficit) to evaluate the health of the U.S. economy during this time period and in current times. RH.11-12.7 6.1.12.C.9.b

11 the effectiveness of economic regulations and standards established during this time period in combating the Great Depression, including measures provided by the Glass-Steagall Act, and the Fair Labor Standards Act. 6.1.12.C.10.a

12 how members of FDR's "Brain Trust" and cabinet secretaries shaped the core ideologies and policies of the New Deal. 6.1.12.D.10.c

13 the effectiveness of New Deal programs (e.g., Civilian Conservation Corp, Tennessee Valley Authority) designed to protect the environment. 6.1.12.B.10.a

14 the extent to which the Works Progress Administration impacted New Jersey and the nation by improving infrastructure, investing in education, and employing artists. 6.1.12.D.10.d

15 the effectiveness of governmental policies (i.e., FDIC, NLRB, and Social Security) enacted during the New Deal period in protecting the welfare of individuals. WHST.11-12.1 6.1.12.A.10.b

16 the impact of the New Deal's expanded role of government with regard to economic policy (e.g., spending), capitalism (e.g., increased regulation), and society (e.g., government assistance). 6.1.12.A.10.c

17 how and why conflict developed over the New Deal between the Supreme Court and other branches of government RH.11.12.6 6.1.12.A.10.a

18 the roles of Eleanor Roosevelt and Frances Perkins in promoting equality for women and minorities during the New Deal era. WHST.11-12.7 6.1.12.D.10.c

19 the leadership abilities of Franklin Delano Roosevelt with past presidents (e.g., T. Roosevelt, Wilson, Hoover) and recent presidents (e.g., Reagan, Obama). 6.1.12.D.10.b

- 20 the economic ideological leanings of the two major political parties during the New Deal and today. WHST.11-12.9 6.1.12.C.10.b
- 21 America's response to the Great Depression with other nations (e.g., Germany, Italy, and Japan). 6.1.12.D.10.a
- 22 the effectiveness of international agreements following World War I (e.g., Treaty of Versailles, League of Nations, appeasement policies) in preventing international disputes during the 1920s and 1930s. 6.1.12.A.11.a
- 23 the philosophies of isolationism, neutrality, appeasement, and interventionism in response to aggressive policies and actions taken by other nations at this time. RH.11-12.8 6.1.12.A.11.b
- 24 the roles of Axis leadership (e.g., Hitler, Hirohito, Mussolini) and Allied leadership (e.g., Stalin, Churchill, FDR) in the conduct and outcomes of WWII. 6.1.12.D.11.a
- 25 the American internment of Japanese, German, and Italians was a denial of civil rights. RH.11-12.6 6.1.12.A.11.c
- 26 the role that geography played in the development of military strategies and weaponry in World War II. 6.1.12.B.11.a
- 27 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. 6.1.12.D.11.b
- 28 the contribution of minority groups to the war effort despite the discrimination that they faced (e.g., the Tuskegee Airmen, Native American Code Talkers, Women Air Force Service Pilots, Japanese American 442nd Infantry Regimental Combat Team, Mexican Americans). 6.1.12.D.11.c
- 29 new wartime inventions to scientific and technological advancements in the civilian world (e.g., nuclear technology, improved aeronautical design, communication innovations, food preservatives). 6.1.12.C.11.b
- 30 the short and long-term impacts of the conversion of American industries from consumer oriented manufacturing to military production during WWII. 6.1.12.C.11.a
- 31 the decision to use the atomic bomb and the consequences of doing so. 6.1.12.A.11.d
- 32 the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. 6.1.12.D.11.d
- 33 the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. 6.1.12.A.11.e
- 34 how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. 6.1.12.D.11.e

Students will be skilled at...

Students develop the following skills:

- 1 Evaluate various explanations for the 1929 stock market crash and determine which explanation best accords

with textual evidence by examining the following economic conditions of the time period:

• uneven distribution of wealth, • easy credit, • stock market speculation, • overproduction of consumer goods, and; • weak farming economy. RH.11-12.3 6.1.12.A.9.a

2 Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability (e.g., the depression of 1807, the Long Depression of 1873, the Panic of 1907, the “double dip” of the 1980s, the Great Recession of 2008). 6.1.12.A.9.a 6.1.12.C.9.d

3 Investigate how U.S. governmental policies (e.g., high tariffs, limited banking regulations) affected the 1929 stock market crash. 6.1.12.A.9.a

4 Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. 6.1.12.B.9.a

5 Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. 6.1.12.D.9.b

6 Determine the extent to which the Treaty of Versailles, war debt repayment, and international banking contributed to the worldwide economic collapse. 6.1.12.D.a

7 Explain how the government uses monetary policy (e.g., interest rates, printed currency) to affect the nation’s economy. 6.1.12.C.9.a

8 Explain how the government uses fiscal policy (e.g., adjusting taxes, spending) to affect the nation’s economy. 6.1.12.C.9.a

9 Produce coherent writing to explain the relationship between producers and consumers in a market economy, including how supply and demand determine the price of a good or service, in this time period and current times. WHST.11-12.4 6.1.12.C.9.c

10 Use multiple credible sources including economic indicators (i.e., gross domestic product, consumer index, national debt, and trade deficit) to evaluate the health of the U.S. economy during this time period and in current times. RH.11-12.7 6.1.12.C.9.b

11 Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression, including measures provided by the Glass-Steagall Act, and the Fair Labor Standards Act. 6.1.12.C.10.a

12 Explain how members of FDR’s “Brain Trust” and cabinet secretaries shaped the core ideologies and policies of the New Deal. 6.1.12.D.10.c

13 Assess the effectiveness of New Deal programs (e.g., Civilian Conservation Corp, Tennessee Valley Authority) designed to protect the environment. 6.1.12.B.10.a

14 Determine the extent to which the Works Progress Administration impacted New Jersey and the nation by improving infrastructure, investing in education, and employing artists. 6.1.12.D.10.d

15 Write an argument assessing the effectiveness of governmental policies (i.e., FDIC, NLRB, and Social Security) enacted during the New Deal period in protecting the welfare of individuals. WHST.11-12.1 6.1.12.A.10.b

16 Evaluate the impact of the New Deal’s expanded role of government with regard to economic policy (e.g.,

spending), capitalism (e.g., increased regulation), and society (e.g., government assistance). 6.1.12.A.10.c

17 Evaluate how and why conflict developed over the New Deal between the Supreme Court and other branches of government by analyzing the decisions of *Schechter v. U.S.*, and *Butler v. U.S.*, as well as other primary source documents, assessing the authors' claims, reasoning, and evidence. RH.11.12.6 6.1.12.A.10.a

18 Conduct short research to compare and contrast the roles of Eleanor Roosevelt and Frances Perkins in promoting equality for women and minorities during the New Deal era. WHST.11-12.7 6.1.12.D.10.c

19 Compare and contrast the leadership abilities of Franklin Delano Roosevelt with past presidents (e.g., T. Roosevelt, Wilson, Hoover) and recent presidents (e.g., Reagan, Obama). 6.1.12.D.10.b

20 Draw evidence from informational texts to support analysis, reflection, and research to determine the economic ideological leanings of the two major political parties during the New Deal and today. WHST.11-12.9 6.1.12.C.10.b

21 Compare and contrast America's response to the Great Depression with other nations (e.g., Germany, Italy, and Japan). 6.1.12.D.10.a

22 Evaluate the effectiveness of international agreements following World War I (e.g., Treaty of Versailles, League of Nations, appeasement policies) in preventing international disputes during the 1920s and 1930s. 6.1.12.A.11.a

23 Evaluate authors' premises regarding the philosophies of isolationism, neutrality, appeasement, and interventionism in response to aggressive policies and actions taken by other nations at this time. RH.11-12.8 6.1.12.A.11.b

24 Analyze the roles of Axis leadership (e.g., Hitler, Hirohito, Mussolini) and Allied leadership (e.g., Stalin, Churchill, FDR) in the conduct and outcomes of WWII. 6.1.12.D.11.a

25 Evaluate authors' differing points of view to determine if the American internment of Japanese, German, and Italians was a denial of civil rights. RH.11-12.6 6.1.12.A.11.c

26 Explain the role that geography played in the development of military strategies and weaponry in World War II. 6.1.12.B.11.a

27 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. 6.1.12.D.11.b

28 Explain the contribution of minority groups to the war effort despite the discrimination that they faced (e.g., the Tuskegee Airmen, Native American Code Talkers, Women Air Force Service Pilots, Japanese American 442nd Infantry Regimental Combat Team, Mexican Americans). 6.1.12.D.11.c

29 Relate new wartime inventions to scientific and technological advancements in the civilian world (e.g., nuclear technology, improved aeronautical design, communication innovations, food 6.1.12.C.11.b preservatives).

30 Evaluate the short and long-term impacts of the conversion of American industries from consumer oriented manufacturing to military production during WWII. 6.1.12.C.11.a

31 Analyze the decision to use the atomic bomb and the consequences of doing so. 6.1.12.A.11.d

32 Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the

Holocaust. 6.1.12.D.11.d

33 Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. 6.1.12.A.11.e

34 Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
6.1.12.D.11.e

Academic Vocabulary

militarism

casualty

contraband

U-Boat

League of Nations

Reparations

inflation

modernism

fundamentalism

Prohibition

Bull Market

Laissez-faire

flapper

Black Tuesday

speculation

business cycle

hooverville

tenant farmer

Dust Bowl

repatriation

Trickle-down economics

Bonus Army

New Deal

FDIC

TVA

CCC

NRA

PWA

WPA

Pump-priming

Social Security Act

Collective bargaining

totalitarianism

appeasement

blitzkrieg

Axis Power

Allies

unconditional surrender

internment

rationing

D-Day

kamikaze

island hopping

Holocaust

Learning Goal 1

Evaluate the economic, political and social growth of the United States during the Roaring Twenties.

- Evaluate the economic, political and social growth of the United States during the Roaring Twenties.

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| MA.S-ID.A | Summarize, represent, and interpret data on a single count or measurement variable |
| MA.S-ID.C.9 | Distinguish between correlation and causation. |
| MA.S-IC | Making Inferences and Justifying Conclusions |
| 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). |
| 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.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.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. |
| 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.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. |
| SOC.6.1.12.A.8.a | 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.A.8.b | Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism. |
| SOC.6.1.12.A.8.c | Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations. |
| SOC.6.1.12.B.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.C.8.a | Analyze the push-pull factors that led to the Great Migration. |
| SOC.6.1.12.C.8.b | 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.D.8.a | 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.D.8.b | Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. |
| SOC.6.1.12.CS8 | The Emergence of Modern America: Roaring Twenties: 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. |
| SOC.9-12.1.1.1 | Compare present and past events to evaluate the consequences of past decisions and to |

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| | apply lessons learned. |
| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. |
| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. |
| SOC.9-12.1.3.3 | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. |
| SOC.9-12.1.4.1 | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |
| SOC.9-12.1.4.2 | Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.1.12.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |

Daily Target 1

Describe the growing divide between urban and rural America (xenophobia/immigration, Scopes Monkey Trial, Prohibition, city problems, consumerism (cars/radio))

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- Describe the growing divide between urban and rural America (xenophobia/immigration, Scopes Monkey Trial, Prohibition, city problems, consumerism (cars/radio))

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| SOC.6.1.12.A.8.b | Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism. |
| SOC.6.1.12.A.8.c | Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations. |
| SOC.6.1.12.B.8.a | Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment. |

Daily Target 2

Investigate the changing role of minorities (women and African Americans) during the Roaring Twenties

- Investigate the changing role of minorities (women and African Americans) during the Roaring Twenties

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| SOC.6.1.12.C.8.a | Analyze the push-pull factors that led to the Great Migration. |
| SOC.6.1.12.C.8.b | 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.D.8.a | 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.D.8.b | Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. |

Daily Target 3

Identify and explain the cultural and technological changes and innovations of the decade

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

- Identify and explain the cultural and technological changes and innovations of the decade

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| SOC.6.1.12.C.8.b | 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.D.8.b | Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. |

Learning Goal 2

Categorize ways in which World War I and Roaring Twenties were causes for the Great Depression and World War II.

- Categorize ways in which World War I and Roaring Twenties were causes for the Great Depression and World War II.

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| MA.S-ID | Interpreting Categorical and Quantitative Data |
| MA.S-ID.A | Summarize, represent, and interpret data on a single count or measurement variable |
| MA.S-IC | Making Inferences and Justifying Conclusions |
| LA.WHST.9-10.1.A | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. |
| LA.WHST.9-10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

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| LA.WHST.9-10.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. |
| SOC.6.1.12.A.7.c | Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. |
| SOC.6.1.12.A.8.a | 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.A.8.b | Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism. |
| SOC.6.1.12.B.6.a | Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade. |
| SOC.6.1.12.B.6.b | Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion. |
| SOC.6.1.12.B.7.a | Explain how global competition by nations for land and resources led to increased militarism. |
| SOC.6.1.12.C.6.c | Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals. |
| SOC.6.1.12.C.7.b | Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I. |
| SOC.6.1.12.C.8.b | 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.D.6.b | Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power. |
| SOC.6.1.12.D.6.c | Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment. |
| SOC.6.1.12.D.7.b | Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I. |
| SOC.6.1.12.D.7.c | Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I. |
| SOC.6.1.12.D.8.b | Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. |
| SOC.6.1.12.CS7 | The Emergence of Modern America: World War I: United States involvement in World War I affected politics, the economy, and geopolitical relations following the war. |
| SOC.6.1.12.CS8 | The Emergence of Modern America: Roaring Twenties: 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. |
| SOC.9-12.1.1.1 | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. |
| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. |
| SOC.9-12.1.2.2 | Relate current events to the physical and human characteristics of places and regions. |
| SOC.9-12.1.3.1 | Distinguish valid arguments from false arguments when interpreting current and historical events. |
| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. |

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| SOC.9-12.1.3.3 | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. |
| SOC.9-12.1.4.1 | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |
| SOC.9-12.1.4.2 | Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience. |
| CCSS.ELA-Literacy.WHST.9-10.1 | Write arguments focused on discipline-specific content. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |

Target 1

Summarize the causes of World War I and the social, political, and economic changes of the 1920's.

- Summarize the causes of World War I and the social, political, and economic changes of the 1920's.

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| SOC.6.1.12.A.7.a | 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.D.7.b | Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I. |
| SOC.6.1.12.CS7 | The Emergence of Modern America: World War I: United States involvement in World War I affected politics, the economy, and geopolitical relations following the war. |

Target 2

Describe the relationship between World War I and the Great Depression.

- Describe the relationship between World War I and the Great Depression.

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| SOC.6.1.12.A.9.a | Analyze how the actions and policies of the United States government contributed to the Great Depression. |
| SOC.6.1.12.CS7 | The Emergence of Modern America: World War I: United States involvement in World War I affected politics, the economy, and geopolitical relations following the war. |
| SOC.6.1.12.CS9 | The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society. |

Target 3

Describe the relationship between the Roaring Twenties and the Great Depression.

- Describe the relationship between the Roaring Twenties and the Great Depression.

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| SOC.6.1.12.A.8.a | Relate government policies to the prosperity of the country during the 1920s, and |
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| | determine the impact of these policies on business and the consumer. |
| SOC.6.1.12.D.8.b | Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. |
| SOC.6.1.12.CS8 | The Emergence of Modern America: Roaring Twenties: 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. |

Learning Goal 3

Trace the development of economic depression in the United States and abroad and assess the methods implemented to restore solvency to the U.S. economy.

- Trace the development of economic depression in the United States and abroad and assess the methods implemented to restore solvency to the U.S. economy.

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| MA.S-ID.A | Summarize, represent, and interpret data on a single count or measurement variable |
| MA.S-ID.B | Summarize, represent, and interpret data on two categorical and quantitative variables |
| LA.WHST.9-10.1.A | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. |
| LA.WHST.9-10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LA.WHST.9-10.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. |
| SOC.6.1.12.A.9.a | Analyze how the actions and policies of the United States government contributed to the Great Depression. |
| SOC.6.1.12.A.10.a | Evaluate the arguments regarding the role of the federal government during the New Deal era. |
| SOC.6.1.12.A.10.b | Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals. |
| SOC.6.1.12.A.10.c | Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society. |
| SOC.6.1.12.B.9.a | Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. |
| SOC.6.1.12.B.10.a | Assess the effectiveness of New Deal programs designed to protect the environment. |
| SOC.6.1.12.C.9.a | Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health. |
| SOC.6.1.12.C.9.b | Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy. |
| SOC.6.1.12.C.9.c | 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.C.9.d | Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability. |
| SOC.6.1.12.C.10.a | Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression. |
| SOC.6.1.12.C.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. |

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| SOC.6.1.12.D.9.a | Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. |
| SOC.6.1.12.D.9.b | Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. |
| SOC.6.1.12.D.10.a | Analyze how other nations responded to the Great Depression. |
| SOC.6.1.12.D.10.b | Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents. |
| SOC.6.1.12.D.10.d | Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation. |
| SOC.6.1.12.CS9 | The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society. |
| SOC.6.1.12.CS10 | The Great Depression and World War II: New Deal: Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy. |
| SOC.9-12.1.1.1 | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. |
| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. |
| SOC.9-12.1.2.2 | Relate current events to the physical and human characteristics of places and regions. |
| SOC.9-12.1.3.1 | Distinguish valid arguments from false arguments when interpreting current and historical events. |
| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. |
| SOC.9-12.1.3.3 | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. |
| SOC.9-12.1.4.1 | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |
| SOC.9-12.1.4.2 | Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience. |
| CCSS.ELA-Literacy.WHST.9-10.1 | Write arguments focused on discipline-specific content. |
| 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.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |

Target 1

Identify the causes of the Great Depression.

- Identify the causes of the Great Depression.

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| SOC.6.1.12.A.9.a | Analyze how the actions and policies of the United States government contributed to the |
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Great Depression.

SOC.6.1.12.B.9.a

Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

SOC.6.1.12.CS9

The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

Target 2

Describe the various programs developed during the New Deal to resolve the economic and social issues of the Great Depression.

- Describe the various programs developed during the New Deal to resolve the economic and social issues of the Great Depression.

SOC.6.1.12.B.10.a

Assess the effectiveness of New Deal programs designed to protect the environment.

SOC.6.1.12.C.9.a

Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

SOC.6.1.12.C.9.b

Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.

SOC.6.1.12.C.9.c

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.C.10.a

Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

SOC.6.1.12.C.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.

Learning Goal 4

Deduce the characteristics of individuals and events which contributed to the rise of totalitarian regimes in Germany, Italy and Japan.

- Deduce the characteristics of individuals and events which contributed to the rise of totalitarian regimes in Germany, Italy and Japan.

MA.S-ID

Interpreting Categorical and Quantitative Data

MA.S-ID.A

Summarize, represent, and interpret data on a single count or measurement variable

LA.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.1.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.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

LA.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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| SOC.6.1.12.A.11.a | Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s. |
| SOC.6.1.12.A.11.b | Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. |
| SOC.6.1.12.B.11.a | Explain the role that geography played in the development of military strategies and weaponry in World War II. |
| SOC.6.1.12.C.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.D.11.a | 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.CS11 | The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women. |
| SOC.9-12.1.1.1 | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. |
| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. |
| SOC.9-12.1.2.2 | Relate current events to the physical and human characteristics of places and regions. |
| SOC.9-12.1.3.1 | Distinguish valid arguments from false arguments when interpreting current and historical events. |
| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. |
| SOC.9-12.1.3.3 | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. |
| SOC.9-12.1.4.1 | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |
| SOC.9-12.1.4.2 | Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience. |
| CCSS.ELA-Literacy.WHST.9-10.1 | Write arguments focused on discipline-specific content. |
| 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.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |

Target 1

Identify conditions and responses to post-WWI issues in Europe and Asia.

- Identify conditions and responses to post-WWI issues in Europe and Asia.

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| SOC.6.1.12.A.11.a | Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s. |
| SOC.6.1.12.A.11.b | Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. |
| SOC.6.1.12.CS11 | The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women. |

Target 2

Describe why totalitarian regimes rose to power during this period.

- Describe why totalitarian regimes rose to power during this period.

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| SOC.6.1.12.A.11.a | Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s. |
| SOC.6.1.12.A.11.b | Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. |
| SOC.6.1.12.C.9.d | Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability. |
| SOC.6.1.12.D.9.a | Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. |

Learning Goal 5

Assess the causes of World War II and its impact on the United States and the international world.

- Assess the causes of World War II and its impact on the United States and the international world.

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| MA.S-ID | Interpreting Categorical and Quantitative Data |
| MA.S-ID.A | Summarize, represent, and interpret data on a single count or measurement variable |
| MA.S-IC.A.1 | Understand statistics as a process for making inferences about population parameters based on a random sample from that population. |
| LA.WHST.9-10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| LA.WHST.9-10.2.A | Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| LA.WHST.9-10.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. |
| LA.WHST.9-10.2.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. |
| SOC.6.1.12.A.11.a | Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in |

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| | preventing international disputes during the 1920s and 1930s. |
| SOC.6.1.12.A.11.b | Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. |
| SOC.6.1.12.A.11.c | Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. |
| SOC.6.1.12.A.11.d | Analyze the decision to use the atomic bomb and the consequences of doing so. |
| SOC.6.1.12.A.11.e | 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.B.11.a | Explain the role that geography played in the development of military strategies and weaponry in World War II. |
| SOC.6.1.12.C.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.C.11.b | Relate new wartime inventions to scientific and technological advancements in the civilian world. |
| SOC.6.1.12.D.10.b | Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents. |
| SOC.6.1.12.D.11.a | 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.D.11.b | 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. |
| SOC.6.1.12.D.11.c | Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. |
| SOC.6.1.12.D.11.d | Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. |
| SOC.6.1.12.D.11.e | Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. |
| SOC.6.1.12.CS11 | The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women. |
| SOC.9-12.1.1.1 | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. |
| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. |
| SOC.9-12.1.2.2 | Relate current events to the physical and human characteristics of places and regions. |
| SOC.9-12.1.3.1 | Distinguish valid arguments from false arguments when interpreting current and historical events. |
| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. |
| SOC.9-12.1.3.3 | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. |
| SOC.9-12.1.4.1 | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |

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| SOC.9-12.1.4.2 | Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience. |
| CCSS.ELA-Literacy.WHST.9-10.1 | Write arguments focused on discipline-specific content. |
| 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.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |

Target 1

Summarize the causes of WWII and the eventual end to isolation as American policy.

- Summarize the causes of WWII and the eventual end to isolation as American policy.

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| SOC.6.1.12.A.11.a | Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s. |
| SOC.6.1.12.A.11.b | Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. |
| SOC.6.1.12.B.11.a | Explain the role that geography played in the development of military strategies and weaponry in World War II. |
| SOC.6.1.12.D.10.b | Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents. |
| SOC.6.1.12.D.11.a | 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.D.11.b | 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. |
| SOC.6.1.12.D.11.c | Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. |
| SOC.6.1.12.CS11 | The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women. |

Target 2

Identify the specific people, places and events that highlighted the conflict of WWII.

(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)

- Identify the specific people, places and events that highlighted the conflict of WWII.

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| SOC.6.1.12.A.11.a | Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes during the 1920s and 1930s. |
| SOC.6.1.12.A.11.d | Analyze the decision to use the atomic bomb and the consequences of doing so. |
| SOC.6.1.12.A.11.e | 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.B.11.a | Explain the role that geography played in the development of military strategies and weaponry in World War II. |
| SOC.6.1.12.C.11.b | Relate new wartime inventions to scientific and technological advancements in the civilian world. |
| SOC.6.1.12.D.10.b | Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents. |
| SOC.6.1.12.D.11.a | 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.D.11.d | Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. |
| SOC.6.1.12.D.11.e | Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations. |

Summative Assessment

All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessments may include, but not be limited to problem based learning, projects, common assessments, and other activities. Common summative assessments will be devised by core content teachers and must include benchmark assessments.

21st Century Life and Careers

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| PFL.9.1.12.A.11 | Explain the relationship between government programs and services and taxation. |
| PFL.9.1.12.A.12 | Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients. |
| PFL.9.1.12.B.5 | Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget. |
| PFL.9.1.12.B.6 | Design and utilize a simulated budget to monitor progress of financial plans. |
| CAEP.9.2.12.C.8 | Assess the impact of litigation and court decisions on employment laws and practices. |
| 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.4 | Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all |

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| | worksheets to convey the results. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |
| TECH.8.1.12.D.CS2 | Demonstrate personal responsibility for lifelong learning. |
| TECH.8.1.12.E.1 | Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. |
| TECH.8.1.12.F.CS4 | Use multiple processes and diverse perspectives to explore alternative solutions. |
| 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.B.CS3 | The role of society in the development and use of technology. |
| WORK.9-12.9.1.12 | All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. |
| WORK.9-12.9.1.12.1 | Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. |
| WORK.9-12.9.1.12.1 | The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. |
| WORK.9-12.9.1.12.A.1 | Apply critical thinking and problem-solving strategies during structured learning experiences. |
| WORK.9-12.9.1.12.B.1 | Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives. |
| WORK.9-12.9.1.12.C.2 | Analyze the common traits of effective state, national, or international leaders. |
| WORK.9-12.9.1.12.C.4 | Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences. |

Formative Assessment and Performance Opportunities

Cinderella Man Expository Essay

Teacher Observation

Cooperative Learning groups

Learning Stations

Do Now

Exit Strategies

Student Self Assessment

Journals

All Write Activities

Student Polling

Quizzes (Written and Oral)

First Marking Period Benchmark Assessment

Accommodations/Modifications

Enrichment Opportunities: US History II: College Prep B, College Prep A, Honors, AP

Differentiation: 504 accommodations and IEP modifications are met as required

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

Cinderella Man Expository Essay

(Modified) A **three paragraph** essay referencing examples of how Cinderella Man reflected the lives of Americans in the Roaring Twenties, the Great Depression and New Deal policies, with an opening and closing paragraph

A **five paragraph** essay citing specific examples of how the film Cinderella Man reflected the lives of Americans in the Roaring Twenties, the Great Depression and New Deal policies, with an opening and closing paragraph

FDR Socratic Seminar - New Deal Pros and Cons Debate

(Modified Version) A teacher guided turn-based socratic seminar

A student guided turn-based socratic seminar

World War II Homefront Propagand Posters

(Modified Version) Analyze 4 different examples of Homefront Propapanda and answer specific questions relating to each poster

Analyze multiple examples of Homefront Propaganda Posters to identify the type of technique(s) being used and create own form of propaganda using the different form of techniques

Japanese Internment

(Modified Version) Teacher scaffolded writing prompt with specific details given to students for writing sample

Atomic Bomb Debate

(Modified) Pre-Assigned Debate side with cooperating documents

Students choose (pro/con) side and base arguments specifically on assigned documents

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social Studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

Unit Resources

May include, but not be limited to:

Online websites and resources:

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>
3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rlh>
5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
6. National Archives: Docs Teach - <https://www.docsteach.org/>
7. NJ Commission on Holocaust Education - <http://www.nj.gov/education/holocaust/curriculum/>
8. Federal Reserve Bank of St. Louis - "What Caused the Great Depression?": <https://www.stlouisfed.org/The-Great-Depression/Curriculum/Lesson-Plans>

Social Studies Databases

1. abc-clio for Social Studies

Student Response Systems

Primary Source Documents

1. The DBQ Project Binders

Online Portfolios

Teacher Resource Kit

1. Text Resources

The Choices Program

1. Between World Wars: FDR and the Age of Isolationism
2. Japanese American Incarceration in World War II

Flocabulary

1. *The Great Depression (Video with Viewing Guide Quiz and Student Read and Respond)*
2. *FDR Speech (Video with Viewing Guide Quiz and Student Read and Respond)*
3. *World War II (Video with Viewing Guide Quiz and Student Read and Respond)*
4. *Japanese Internment (Video with Viewing Guide Quiz and Student Read and Respond)*

New Jersey Amistad Commission Interactive Curriculum - <http://www.njamistadcurriculum.net/>

Resources- Unit 11: America in the 1920s and 1930s; Cultural, Political, and Intellectual Development & The New Deal, Industrialization, and Global Conflict- <http://www.njamistadcurriculum.net/history/unit/new-deal>

New Jersey Commission on Holocaust Education Resources - <https://www.nj.gov/education/holocaust/curriculum/>

Resources- The Hitler Legacy- <https://www.nj.gov/education/holocaust/curriculum/TheHitlerLegacy.pdf>; The Holocaust and Genocide: The Betrayal of Humanity, [part one](#), [part two](#)

Interdisciplinary Connections

Please see attached interdisciplinary standards from literacy, math and technology linked throughout curriculum above.

| | |
|----------------|--|
| MA.S-ID.C.9 | Distinguish between correlation and causation. |
| 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). |
| 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.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.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. |
| 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.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). |
| 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.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. |

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| 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. |
| MA.S-MD.A.2 | Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. |
| MA.S-MD.A.3 | Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. |
| 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.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. |
| 9-12.HS-ESS3-1.ESS3.B.1 | Natural hazards and other geologic events have shaped the course of human history; [they] have significantly altered the sizes of human populations and have driven human migrations. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |
| TECH.8.1.12.F.CS1 | Identify and define authentic problems and significant questions for investigation. |
| TECH.8.2.12.B.CS3 | The role of society in the development and use of technology. |