

Unit III: Post-War Social Changes

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 political, economic and social changes in the post-WWII era that impacted American culture, identity, and changed societal norms. Students will specifically develop an understanding of changes in women's roles and family structure, civil rights, and the methods used to acquire equality for a variety of groups in American society.

Transfer

Students will be able to independently use their learning to connect current social issues to developments achieved over the previous decades for various ethnic and social groups.

Meaning

Understandings

Students will understand that...

the U.S. needed to transition from a wartime economy to a peacetime consumer based economy.

WWII spurred a movement for equality based upon the wartime experience of various groups.

Achieving Civil Rights was a beleaguered process which overcame social and institutional barriers. **(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)**

American youth develops a voice and pivotal role in changing societal norms.

efforts are made to create a more equitable society for all Americans.

Essential Questions

Students will keep considering...

How does the country evolve after the war?

How do Americans move toward equality?

Why does social change occur in the post-war period?

What challenges are faced by an evolving society?

Application of Knowledge and Skill

Students will know...

Students will know...

1	the effectiveness of federal economic policies in promoting a smooth transition from a wartime to a peacetime economy.
2	<i>how the following trends affected consumer demand and contributed to economic expansion after WWII:</i> <ul style="list-style-type: none">• baby boom,• suburban consumerism,• technological innovation• women in the workforce, and;• increased access to education.
3	<i>trends in the changing role of women in the labor force and changes in the family structure by analyzing labor statistics and demographic data during this time period.</i>
4	<i>the extent to which suburban living and television supported conformity and stereotyping during this time period.</i>
5	the origins and outcomes of the youth counter culture movement including the Beat Movement, rock and roll music, and abstract art.
6	<i>the factors (e.g., employment, interstate highway, GI Bill, urban decay) that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement</i>

	<i>impacted cities.</i>
7	various explanations for the impetus for the Civil Rights Movement and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
8	<i>how individuals and organizations used economic measures (i.e., Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</i>
9	<i>the passive resistance and militant response philosophies as they relate to the Civil Rights movement.</i>
10	<i>the legacies of Dr. Martin Luther King and Malcolm X.</i>
11	why national governmental actions were needed to ensure civil rights for African Americans.
12	<p><i>the federal government's effectiveness in promoting civil liberties and equal opportunities after examining:</i></p> <ul style="list-style-type: none"> • <i>national legislation (Civil Rights Act of 1964, Voting Rights Act of 1965, Equal Rights, Amendment, Title VII, and/or Title IX),</i> • <i>policies (Affirmative Action), and;</i> • <i>Supreme Court decisions (Brown v. Board of Education and Roe v. Wade).</i>
13	<p><i>the effectiveness of New Jersey's government in eliminating segregation and discrimination after examining:</i></p> <ul style="list-style-type: none"> • <i>New Jersey Constitution of 1947,</i> • <i>New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and;</i> • <i>New Jersey's Law against Discrimination (i.e., P.L. 1945, c.169).</i>
14	the effectiveness of the women's rights movement by analyzing key events and documents, <i>The Feminine Mystique</i> , the National Organization of Women, the Equal Rights Amendment, Title IX, and <i>Roe v. Wade</i> decision.
15	the effectiveness of the American Indian Movement including the occupation of Alcatraz, Wounded Knee, and the Indian Self-Determination Act of 1975.
16	the effectiveness of the La Raza Movement including the <i>Mendez v. Westminster School District</i> decision, United Farm Workers Strike, and the actions by Cesar Chavez.
17	the extent to which the 1965 Immigration and Nationality Act changed immigration patterns to New Jersey and the United States.
18	<i>key social legislation enacted to end poverty (e.g., Economic Opportunity Act of 1964, Medicare and Medicaid, Elementary and Secondary Education Act, Head Start) and describe their effectiveness to end poverty today.</i>
19	environmental movements (e.g., creation of EPA) and their influence on public attitudes and environmental protection laws (e.g., Clean Water Act, Clean Air Act).

Students will be skilled at...

Students will be skilled at...

1	Evaluate the effectiveness of federal economic policies in promoting a smooth transition from a wartime to a peacetime economy.	6.1.12.C.13.b
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2	<p><i>Produce clear and coherent writing that explains how the following trends affected consumer demand and contributed to economic expansion after WWII:</i></p> <ul style="list-style-type: none"> • <i>baby boom,</i> • <i>suburban consumerism,</i> • <i>technological innovation</i> • <i>women in the workforce, and;</i> • <i>increased access to education.</i> 	<p>WHST.11-12.4</p> <p>6.1.12.C.13.d</p>
3	<p><i>Identify trends in the changing role of women in the labor force and changes in the family structure by analyzing labor statistics and demographic data during this time period.</i></p>	<p>RH.11-12.7</p> <p>6.1.12.D.13.f</p>
4	<p><i>Use technology, including the Internet, to produce, publish, and update individual or shared writing products to show the extent to which suburban living and television supported conformity and stereotyping during this time period.</i></p>	<p>WHST.11-12.6</p> <p>6.1.12.D.13.d</p>
5	<p>Analyze the origins and outcomes of the youth counter culture movement including the Beat Movement, rock and roll music, and abstract art.</p>	<p>6.1.12.D.13.d</p>
6	<p><i>Use multiple credible sources to determine the factors (e.g., employment, interstate highway, GI Bill, urban decay) that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</i></p>	<p>RH.11-12.7</p> <p>6.1.12.B.13.a</p>
7	<p>Evaluate various explanations for the impetus for the Civil Rights Movement and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p>RH.11-12.3</p> <p>6.1.12.D.13.a</p>
8	<p><i>Conduct short research to explain how individuals and organizations used economic measures (i.e., Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</i></p>	<p>WHST.11-12.7</p> <p>6.1.12.C.13.a</p>
9	<p><i>Integrate information from primary and secondary sources into a coherent understanding of the passive resistance and militant response philosophies as they relate to the Civil Rights movement.</i></p>	<p>RH.11-12.9</p> <p>6.1.12.D.13.b</p>
10	<p><i>Draw evidence from informational texts to compare and contrast the legacies of Dr. Martin Luther King and Malcolm X.</i></p>	<p>WHST.11-12.9</p> <p>6.1.12.D.13.b</p>
11	<p>Explain why national governmental actions were needed to ensure civil rights for African Americans.</p>	<p>6.1.12.D.13.a</p>
12	<p><i>Write an argument that analyzes the federal government's effectiveness in promoting civil liberties and equal opportunities after examining:</i></p> <ul style="list-style-type: none"> • <i>national legislation (Civil Rights Act of 1964, Voting Rights Act of 1965, Equal Rights, Amendment, Title VII, and/or Title IX),</i> • <i>policies (Affirmative Action), and;</i> • <i>Supreme Court decisions (Brown v. Board of Education and Roe v. Wade).</i> 	<p>WHST.11-12.1 a-e</p> <p>6.1.12.A.13.b</p>
13	<p><i>Write an argument that analyzes the effectiveness of New Jersey's government in eliminating segregation and discrimination after examining:</i></p> <ul style="list-style-type: none"> • <i>New Jersey Constitution of 1947,</i> • <i>New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and;</i> • <i>New Jersey's Law against Discrimination (i.e., P.L. 1945, c. 169).</i> 	<p>WHST.11-12.1 a-e</p> <p>6.1.12.A.13.a</p>
14	<p>Evaluate the effectiveness of the women's rights movement by analyzing key events and documents, <i>The Feminine Mystique</i>, the National Organization of Women, the Equal Rights Amendment, Title IX, and <i>Roe v. Wade</i> decision.</p>	<p>6.1.12.D.13.c</p>

15	Evaluate the effectiveness of the American Indian Movement including the occupation of Alcatraz, Wounded Knee, and the Indian Self-Determination Act of 1975.	6.1.12.D.13.c
16	Evaluate the effectiveness of the La Raza Movement including the <i>Mendez v. Westminster School District</i> decision, United Farm Workers Strike, and the actions by Cesar Chavez.	6.1.12.D.13.c
17	Determine the extent to which the 1965 Immigration and Nationality Act changed immigration patterns to New Jersey and the United States.	6.1.12.A.13.c
18	<i>Write a narrative account that summarizes key social legislation enacted to end poverty (e.g., Economic Opportunity Act of 1964, Medicare and Medicaid, Elementary and Secondary Education Act, Head Start) and describe their effectiveness to end poverty today.</i>	WHST.11-12.2 a-e 6.1.12.C.13.c
19	Evaluate the effectiveness of environmental movements (e.g., creation of EPA) and their influence on public attitudes and environmental protection laws (e.g., Clean Water Act, Clean Air Act).	6.1.12.B.13.b

Academic Vocabulary

demobilization

GI Bill of Rights

Baby boom

productivity

Taft-Hartley Act

Fair Deal

Interstate Highway Act

Sunbelt

Service Sector

multinational corporation

consumerism

nuclear family

beatnik

urban renewal

termination policy

Brown v. BOE

Civil Rights Act of 1957

Montgomery Bus Boycott

sit-in

SNCC

Freedom Ride

Civil Rights Act of 1964

Freedom Summer

Nation of Islam

black power

deficit spending

Civil Right Act

Great Society

War on Poverty

Generation Gap

feminism

NOW

ERA

Roe v. Wade

UFW

AIM

toxic waste

Earth Day

EPA

Clean Air Act

Learning Goal 1

Trace the economic and social changes associated with the transition from the wartime military economy to the post-war consumer based economy.

- Trace the economic and social changes associated with the transition from the wartime military economy to the post-war consumer based economy.

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.
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.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.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.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.13.f	Relate the changing role of women in the labor force to changes in family structure.
SOC.6.1.12.CS13	Postwar United States: Civil Rights and Social Change: 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.
SOC.6.1.12.CS14	Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
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.

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.

Target 1

Identify the changes brought about by consumerism in post-WWII America.

- Identify the changes brought about by consumerism in post-WWII America.
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| 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.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.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.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.CS13 | Postwar United States: Civil Rights and Social Change: 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. |

Target 2

Generalize the role of government involvement in the consumer based economy.

- Generalize the role of government involvement in the consumer based economy.
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| 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.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). |

Learning Goal 2

Evaluate the methods used and the outcome of those methods on achieving equality for African Americans.

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

- Evaluate the methods used and the outcome of those methods on achieving equality for African Americans.

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.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, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
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.CS13	Postwar United States: Civil Rights and Social Change: 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.
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.
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	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.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

Target 1

Describe how the Civil Rights Movement impacted the lives of African Americans.

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

- Describe how the Civil Rights MovementD impacted the lives of African Americans.

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, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
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.CS13	Postwar United States: Civil Rights and Social Change: 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.

Target 2

Identify key people, places and events associated with the Civil Rights Movement.

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

- Identify key people, places and events associated with the Civil Rights Movement.

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, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
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.CS13	Postwar United States: Civil Rights and Social Change: 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.

Learning Goal 3

Compare and contrast the efforts to achieve rights for women and other minority groups with the experiences of the Civil Rights Movement.

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

- Compare and contrast the efforts to achieve rights for women and other minority groups with the experiences of the Civil Rights Movement.

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.
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, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
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.CS13	Postwar United States: Civil Rights and Social Change: 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.
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.

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.C.2	Analyze the common traits of effective state, national, or international leaders.

Target 1

Identify and describe the key people, issues and events of the women's rights movement.

- Identify and describe the key people, issues and events of the women's rights movement.
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| 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.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.f | Relate the changing role of women in the labor force to changes in family structure. |
| SOC.6.1.12.D.14.d | Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. |
| SOC.6.2.12.A.3.d | Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals. |
| SOC.6.2.12.D.4.j | Analyze how the social, economic, and political roles of women were transformed during this time period. |
| 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. |

Target 2

List efforts made by other minority groups to achieve equality.

- List efforts made by other minority groups to achieve equality.
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| 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.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.6.2.12 | World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible. |

Learning Goal 4

Identify issues which surfaced in the post-war world that commanded a need for political, economic and social change.

- Identify issues which surfaced in the post-war world that commanded a need for political, economic and social change.

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.13.a	Analyze 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 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, Brown v. Board of Education, and Roe v. Wade) 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.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
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.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.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.6.1.12.CS13	Postwar United States: Civil Rights and Social Change: 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.
SOC.6.1.12.CS14	Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
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.
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	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.9-12.9.1.12.1	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	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.2	Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
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.

Target 1

Describe the key parts of the Great Society and efforts made by government to improve life for all Americans.

- Describe the key parts of the Great Society and efforts made by government to improve life for all Americans.

SOC.6.1.12.A.13.a	Analyze 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 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, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
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.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.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
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.CS13	Postwar United States: Civil Rights and Social Change: 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.
SOC.6.1.12.CS14	Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Target 2

Evaluate ways in which government and the people united to bring improvements to the environment and to daily life.

- Evaluate ways in which government and the people united to bring improvements to the environment and to daily life.

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.CS14	Contemporary United States: Domestic Policies: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

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

PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.B.4	Analyze how income and spending plans are affected by age, needs, and resources.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
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.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 worksheets to convey the results.
TECH.8.1.12.A.CS1	Understand and use technology systems.
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.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
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.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and

	formats.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
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

Teacher Observation

Cooperative Learning groups

Learning Stations

Do Now

Exit Strategies

Student Self Assessment

Journals

All Write Activities

Student Polling

Quizzes (Written and Oral)

Third Marking Period Benchmark Assessment

Accommodations/Modifications

Enrichment Opportunities: US History I: 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:

1950's America Project

(Modified) Google Slide Presentation on specific topics relating to 1950's American Culture (Buying on Credit, Levittown, 1950's Nuclear Family, etc..)

1950's Video Project - students will create a short movie (skit) and an oral presentation relating to their specific 1950's American Culture topic (Buying on Credit, Levittown, 1950's Nuclear Family, etc..)

The Butler Film Analysis

(Modified) A **three paragraph** essay referencing examples of how The Butler reflected the struggles and successes of the Civil Rights Movement with an opening and closing paragraph

A **five paragraph** essay citing specific examples of how the film The Butler reflected the struggles, successes and shortcomings of the Civil Rights Movement with an opening and conclusion paragraph

1968 Simulator

(Modified) Teacher assigned partners, guided worksheet rather than paraphrasing information, condensed/shortened overall activity

Information throughout activity is paraphrased in students own words and based on partners

information as well, reflective essay written as a follow up to the activity to assess student learning of the significance of 1968

Vietnam War DVD Project

(Modified) Google Slide Presentation on specific topics relating to the Vietnam War (Doves/Hawks, Anti-War Protests...)

Vietnam War DVD Project - students will create a short movie (skit) and an oral presentation relating to their specific Vietnam War/Homefront Topic (War Protests, Woodstock, 60's Counterculture) with an annotated soundtrack to support their groups viewpoint on the war (for/against)

Malcom X vs. Martin Luther King Jr Debate

(Modified) Pre-Assigned Debate side with cooperating documents - teacher led debate

Students choose (Martin Luther King Jr or Malcolm X) 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/rh>
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/>

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

Flocabulary

1. *Civil Rights (Video with Viewing Guide Quiz and Student Read and Respond)*
2. *Malcom X (Video with Viewing Guide Quiz and Student Read and Respond)*
3. *Martin Luther King Jr (Video with Viewing Guide Quiz and Student Read and Respond)*
4. *Voting Rights and Selma (Video with Viewing Guide Quiz and Student Read and Respond)*

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

Resources- Unit 12- America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences & The Era of Reform- <http://www.njamistadcurriculum.net/history/unit/era-of-reform>; Literary Resources <http://www.njamistadcurriculum.net/history/commoncore/literature>

Interdisciplinary Connections

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

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.
MA.S-IC	Making Inferences and Justifying Conclusions
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.
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).
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.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.11-12.2	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.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
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.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 worksheets to convey the results.
TECH.8.1.12.A.CS1	Understand and use technology systems.
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TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
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.